



W I S E L I

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

**Annual Report of ADVANCE program for University of  
Wisconsin-Madison  
2006**

**Principal Investigators, *University of Wisconsin-Madison*:**

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

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## ***Executive Summary: Major Accomplishments in Year 5***

“WISELI *will* go on.”

The leadership of WISELI sent this message to all affiliates in December, 2006. Our two main challenges of 2006 (the last year of the ADVANCE funding) were to complete the evaluation of our institutional change efforts, and to find the funding and support necessary to keep WISELI and its work alive beyond the ADVANCE grant funds. We are delighted to report that both challenges were met, in addition to continuing our programs and research that began prior to this year. We completed all remaining issue studies and evaluation of existing programs; we completed a follow-up campus climate survey and also follow-up in-depth interviews with women faculty; and we collected the offer and hiring data necessary to evaluate our hiring workshops. All of these data collection efforts were instrumental in completing the final WISELI evaluation report, and all were important reasons that funding of WISELI will continue beyond 2006. Using the positive evaluation results, we secured a combination of outside funding (a Partnerships for Adaptation, Implementation, and Dissemination (PAID) grant from the National Science Foundation), and support from key units at the UW-Madison including the Office of the Provost, the College of Engineering, and the School of Medicine and Public Health. With this funding, WISELI will continue work at almost its current staffing level through at least 2009. And with the fulfilled promise to support the Executive Director position “permanently”, WISELI is assured to exist in some form indefinitely.

2006 was not only a year of challenges, it was also a year of great opportunity for WISELI. The publication of the National Academies report “Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering” featured two of WISELI’s workshop series—the *Searching for Excellence & Diversity* workshops for chairs of hiring committees, and the *Departmental Climate: A Chair’s Role* workshops. The inclusion of these efforts in such a visible report has generated strong interest in our work, and we are happily responding to requests from many universities for our materials and our approaches to institutional change.

Some of our greatest accomplishments of 2006 include:

### **Workshops**

- We continued implementing workshops for chairs of search committees. We designed multiple formats for use in training chairs of hiring committees and have broadened the training to include other faculty and staff, training over 153 individuals in 2006. In 2006, we began implementing these workshops for units that hire primarily academic staff for the first time.
- Climate Workshops for Department Chairs that began in 2005 continued through completing in 2006, but no new climate workshop series were begun in 2006 due

to competing requests to survey faculty. We used this time to strategize about expansion of the program in 2007, as well as disseminating the workshops to other campuses.

## **Grants**

- We awarded eight new Celebrating Women in Science & Engineering grants.
- The Vilas Life Cycle Professorships continued in 2006. We received 22 applications, and funded 18 of them. In September 2006, the Vilas Life Cycle Professorship program was awarded a \$25,000 prize from the American Council on Education and the Sloan Foundation, in recognition of innovation in faculty career flexibility.

## **Research & Evaluation**

- We have published one paper and one letter to the editor (Nature) in 2006 and five more papers/books/chapters are in press to appear in 2007.
- The 2006 *Study of Faculty Worklife at the UW-Madison* was successfully fielded in February through April of 2006. We received a 55.7% response rate.
- All issue studies, and all evaluations of existing campus programs, were completed by December 2006.
- An ethnographic study of men and women faculty in science and engineering is continuing.
- Re-interviews with the women faculty we originally interviewed in 2002 were completed by the end of Summer, 2006.

## **Leadership**

- WISELI Leadership Team members continue to occupy key positions that influence gender-related policy and practice. New in 2006: Pat Farrell became Provost, Jo Handelsman was named incoming chair of Bacteriology, and Nancy Mathews was named chair of the University's reaccreditation committee. Molly Carnes was accepted as a Fellow in the 2006/07 class of the Executive Leadership in Academic Medicine (ELAM) program.
- The 65 Biological and Physical Science departments at UW-Madison now have TEN women chairs (compared to three in 2002); two of the ten are women of color.
- WISELI leaders continue to provide guidance, coaching, and mentorship to individual women students, faculty, and staff. Such activities have contributed to success in grant funding, conversion of staff to tenure track, departmental re-assignment, tenure achievement, and less-quantifiable outcomes of improved satisfaction with professional life.

## Other

- The third WISELI video was in production this year, and will be completed in early 2007.
- The WISELI Seminars, held three times per semester, were discontinued in Fall 2006. The monthly seminars will be replaced by a larger, high-profile event once a year, and will be named in honor of Denice D. Denton.
- WISELI continues to collaborate closely with our new Wisconsin Alliance for Minority Participation (WiscAMP) program.
- WISELI is collaborating with faculty and staff in the School of Medicine & Public Health, the College of Engineering, and the College of Agricultural and Life Sciences to develop a new course entitled “Women and Leadership in Medicine, Science and Engineering.” This course will be available in Spring 2008, and will be cross-listed with Women’s Studies.

In addition to these concrete programmatic elements, we have become active players on the national women in science and engineering movement:

- WISELI co-PI Jo Handelsman served on the committee for the National Academies’ new study, *“Maximizing the Potential of Women in Academic Science and Engineering.”*
- Jennifer Sheridan became a co-chair (with Janet Malley of the University of Michigan) of the research committee of the Women in Engineering Programs & Advocates Network (WEPAN).
- WISELI was consulted by more than 50 other colleges and universities across North America in 2006, for a variety of reasons. Some wanted our hiring brochures, some wanted information on our climate survey, some wanted help and advice as they began their own institutional transformation efforts, some wanted specific information about a UW-Madison policy. Several of the colleges/universities were fellow ADVANCE sites.
- WISELI Co-PI Molly Carnes served on a review panel for the first round of NIH Clinical and Translational Science A (CTSA) awards. She noticed that not one of the designated PIs of the CTSA’s were women, and has campaigned actively within the NIH to change policies and procedures so that more women might be chosen as PIs. The forthcoming paper “A Challenge to Academic Centers and the NIH to Prevent Unintended Gender Bias in Selection of CTSA Leaders” (*Academic Medicine*) arose from this work.

# Overview

## 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, nine initial sites were awarded Institutional Transformation Awards (\$3.75 million over five years). The UW-Madison project, which began January 1, 2002, has established the Women in Science & 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 and staff from departments of Medicine, Plant Pathology, Electrical Engineering, Industrial Engineering, Engineering Physics, Mechanical Engineering, Environmental Studies, Chemistry, Physics, Ob/Gyn, Sociology, English, and the Schools of Education, Nursing, and Law. The Leadership Team works closely with the co-Directors and Executive Director to 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.

The major initiatives that WISELI has implemented include:

- *Searching for Excellence & Diversity* workshops for search committee chairs
- *Enhancing Department Climate: A Chair's Role* workshops for department chairs
- Celebrating Women in Science and Engineering Grant Program
- Vilas Life Cycle Professorship Program
- WISELI Listserv
- WISELI Website
- Documentary Videos
- Leadership Development for new PIs of labs
- Exit interviews for all UW-Madison faculty departures
- Campus faculty climate surveys

## **Organizational Chart**



# ***WISELI Management and Infrastructure***

## **Directors**

**Co-Director:** Molly Carnes

**Co-Director:** Jo Handelsman

**Research & Executive Director:** Jennifer Sheridan

## **Staff**

**Researcher:** Eve Fine

**Research Specialist & Webmaster:** Deveny Benting

**University Grants & Contracts Specialist:** Carol Sobek

## **Leadership Team**

Vicki Bier, Patti Brennan, Wendy Crone, Bernice Durand, Pat Farrell, Cecilia Ford, Linda Greene, Douglass Henderson, Nancy Mathews, Cathy Middlecamp, Paul Percy, Manuela Romero, Gary Sandefur, Gloria Sarto, Lillian Tong, Amy Wendt

## **Evaluation Team**

**Evaluation Director:** Christine Maidl Pribbenow

Deveny Benting, Cecilia Ford, Ramona Gunter, Margaret Harrigan, Jennifer Sheridan, John Stevenson

## **Administrative Partners**

Chancellor John Wiley

Provost Pat Farrell

Dean Martin Cadwallader,  
Graduate School

Dean Daryl Buss, Veterinary  
Medicine

Dean Robert Golden,  
School of Medicine &  
Public Health

Dean Molly Jahn, College of  
Agricultural & Life Sciences

Dean Jeanette Roberts,  
Pharmacy

Frances Westley, Director,  
Gaylord Nelson Institute for  
Environmental Studies

Assoc Dean Donna Paulnock,  
Graduate School

Assoc Dean Terry Millar,  
Graduate School

Dean Robin Douthitt,  
School of Human Ecology

Dean Katharyn May, School of  
Nursing

Assoc. Dean Mariamne  
Whatley, School of Education

Don Schutt, Human  
Resources

Director Luis Pinero, Equity &  
Diversity Resource Center

## **Campus Affiliates**

Women in Science and Engineering and other supporters, through  
WISELI Listserv

## **External Advisory Team**

Joan King, Sally Kohlstedt,  
Charlotte Kuh, Sue Rosser

## **Papers and Presentations**

# WISELI Publications and Presentations

## Papers Published:

Bakken, Lori L.; Jennifer Sheridan; and Molly Carnes. 2003. "Gender Differences Among Physician-Scientists in Self-Assessed Abilities to Perform Clinical Research." *Academic Medicine*. 78(12):1281-6.

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. 2003. "The University of Wisconsin-Madison ADVANCE Program: Progress to Date." Women in Engineering Programs & Advocates Network (WEPAN) 2003 Conference Proceedings (on CD-ROM). <http://www.wepan.org/storelistitem.cfm?itemnumber=14> , Paper #1040. June 2003. Available online: [http://dpubs.libraries.psu.edu/DPubS?service=Repository&version=1.0&verb=Disseminate&view=body&content-type=pdf\\_1&handle=psu.wepan/1181071718#](http://dpubs.libraries.psu.edu/DPubS?service=Repository&version=1.0&verb=Disseminate&view=body&content-type=pdf_1&handle=psu.wepan/1181071718#) .

Gunter, Ramona and Amy Stambach. 2003. "As Balancing Act and As Game: How Women and Men Science Faculty Experience the Promotion Process." *Gender Issues*. 21(1):24-42.

Gunter, Ramona and Amy Stambach. 2005. "Differences in Men and Women Scientists' Perceptions of Workplace Climate." *Journal of Women in Minorities in Science & Engineering*. 11(1):97-116.

Handelsman, Jo; Nancy Cantor; Molly Carnes; Denice Denton; Eve Fine; Barbara Grosz; Virginia Hinshaw; Cora Marrett; Sue Rosser; Donna Shalala; and Jennifer Sheridan. 2005. "More Women in Science." *Science*. 309(5738):1190-1191.

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2005. "Diversity in Academic Medicine: The Stages of Change Model." *Journal of Women's Health*. 14(6):471-475.

Carnes, Molly; Stacie Geller; Evelyn Fine; Jennifer Sheridan; and Jo Handelsman. 2005. "NIH Director's Pioneer Awards: Could the Selection Process be Biased Against Women?" *Journal of Women's Health*. 14(8):684-691.

Sheridan, Jennifer; Patricia Flatley Brennan; Molly Carnes; and Jo Handelsman. 2006. "Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty." *Journal of Technology Transfer*. 31(3): 387-396.

Carnes, Molly. 2006. "Gender: macho language and other deterrents." Letter to the Editor. *Nature*. 442:868.

Committee on Maximizing the Potential of Women in Academic Science and Engineering. 2006. "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering." The National Academies Press: Washington, DC. <http://www.nap.edu/catalog/11741.html> .

Carnes, Molly and Carole Bland. "A Challenge to Academic Centers and the NIH to Prevent Unintended Gender Bias in Selection of CTSA Leaders." *Academic Medicine*. 82(2):202-206. In press.

Carnes, Molly and JudyAnn Bigby. "Jennifer Fever in Academic Medicine." *Journal of Women's Health*. In press.

Pribbenow, Christine Maidl, Jennifer Sheridan, Molly Carnes, Eve Fine, and Jo Handelsman. "Departmental climate: Differing perceptions by faculty members and chairs." *The Journal of Women and Minorities in Science and Engineering*. [Accepted and under revision.]

Ford, Cecilia E. 2007. *Women Speaking Up: Getting and Using Turns in Workplace Meetings*. New York: Palgrave Macmillan. In Press.

Ford, Cecilia. "Questioning in Meetings: Participation and Positioning." In *Why Do You Ask? The Function of Questions in Institutional Discourse* (Susan Erlich and Alice Freed, Eds.) Oxford University Press. In press.

### **Working Papers:**

Crone, Wendy. 2007. *Survive and Thrive: A Self-Assessment Guide for Untenured Faculty*. Under review/tentative publication agreement. Cambridge University Press.

Pribbenow, Christine Maidl, Jennifer Sheridan, and Deveny Benting. 2007. "Extending the tenure clock: The experiences of faculty at one university."

Frehill, Lisa; Cecily Jeser-Cannavale, Priscilla Kehoe, Ellen Meader, Jennifer Sheridan, Abby Stewart, and Helena Svinglin. January 2005. "Proposed Toolkit for Reporting Progress Toward NSF ADVANCE: Institutional Transformation Goals." Draft available online at: <http://www.nmsu.edu/%7Eadvprog/Indicators.htm>.

Frehill, Lisa; Elena Batista, Sheila Edwards-Lange; Cecily Jeser-Cannavale, Jan Malley, Jennifer Sheridan, Kim Sullivan, and Helena Svinglin. September 2005. "Using Program Evaluation To Ensure the Success of Your Advance Program." In progress.

Ford, Cecilia E. and Barbara A. Fox. 2005. "'Can I Make a Brief Comment on That': Reference and Social Organization In and Around an Extended Turn." In progress.

### **Presentations:**

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. April 3, 2002. "WISELI." Poster presented at the Showcase 2002 event. University of Wisconsin-Madison.

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 Departments in the Biological and Physical Sciences." Presented at the *Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers* conference. Ames, Iowa.

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

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.

Ford, Cecilia. July, 2003. "Gender and Language in/as/on Academic Science: Combining Research with a Commitment to Institutional Change." Presented at the Perception and Realization in Language and Gender Research conference, Michigan State University, East Lansing, Michigan.

Stambach, Amy and Ramona Gunter. May, 2003. "As Balancing Act and As Game: How Women and Men Science Faculty Experience the Promotion Process." Presented at the Gender, Science, and Technology International Conference, Norway.

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. June, 2003. "The University of Wisconsin-Madison ADVANCE Program: Progress to Date." Presented at the WEPAN meetings. Chicago, IL.

Wendt, Amy. September 2003. "NSF ADVANCE at UW-Madison: WISELI Activities." Presented at the 25<sup>th</sup> anniversary of the Women in Computer Science and Engineering organization. Berkeley, CA.

Ford, Cecilia. September 16, 2003. "Gender and Talk: Looking back and looking forward." Presented at the Women's Health Forum of the UW-Madison Center for Women's Health and Women's Health Research. Madison, WI.

Gunter, Ramona. October 20, 2003. "Science Faculty Talk about Self, Home, and Career." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. November 17, 2003. "Faculty Worklife at the University of Wisconsin-Madison: Preliminary Findings." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. January 12, 2004. "Women in Science & Engineering Leadership Institute at UW-Madison." Panelist at Virginia Tech's AdvanceVT Inaugural Workshop, "ADVANCEing Women in Academe: Voices of Experience." Roanoke, VA.

Carnes, Molly. February 13, 2004. Discussant on the “Status of STEM Female Faculty Recruitment, Retention and Advancement” panel for the “Systemic Transformations in the Role of Women in Science and Engineering” Symposium for the Annual Meeting of the American Association for the Advancement of Science meetings. Seattle, WA.

Ford, Cecilia. February 16, 2004. “Getting our Voices Heard: Patterns of Participation in University Meetings.” Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. February 17, 2004. “Implementing a campus climate survey: logistical notes and preliminary findings.” Presented to the Center for Demography & Ecology Training Seminar. Madison, WI.

Pribbenow, Christine Maidl. March 22, 2004. “The Climate for Women Faculty in the Sciences and Engineering: Blueprints for Failure and Success.” Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer and Eve Fine. April 5, 2004. “WISELI Leadership Workshops.” Poster presented at the Showcase 2004 event. University of Wisconsin-Madison.

Sheridan, Jennifer. April 13, 2004. “Study of Academic Staff Work Life at UW-Madison: Preliminary Results.” Presented at the Wisconsin Center for the Advancement of Postsecondary Education Academic Staff Institute 2004. Madison, WI.

Sheridan, Jennifer. April 20, 2004. “ADVANCE Institutional Data: Using Institutional Data to Create Institutional Change.” NSF ADVANCE National Conference. Atlanta, GA.

Carnes, Molly. April 20, 2004. Presenter, “Women from Underrepresented Groups” panel. NSF ADVANCE National Conference. Atlanta, GA.

Durand, Bernice. April 20, 2004. Session Coordinator, “Senior Women and Advancement—A Facilitated Discussion” panel. NSF ADVANCE National Conference. Atlanta, GA.

Sheridan, Jennifer. April 21, 2004. “WISELI’s Study of Faculty and Academic Staff Worklife Surveys.” NSF ADVANCE National Conference. Atlanta, GA.

Spear, Peter. April 21, 2004. Presenter, “Sustainability of ADVANCE Programs” panel. NSF ADVANCE National Conference. Atlanta, GA.

Ford, Cecilia. May 3, 2004. “‘Having our ideas ignored’: CA and a Feminist Project.” Presented at the American Association for Applied Linguistics Annual Conference, colloquium entitled “CA as Applied Linguistics: Crossing Boundaries of Discipline and Practice.” Portland, OR.

Sheridan, Jennifer; Jo Handelsman; Molly Carnes. August 14, 2004. "Assessing "Readiness to Embrace Diversity": An Application of the Trans-Theoretical Model of Behavioral Change." Presented at the American Sociological Association meetings, session entitled "Workplace Diversity." San Francisco, CA.

Carnes, Molly. October 13, 2004. "Searching for Excellence, Equity & Diversity: Unconscious assumptions and lessons from smoking cessation." Virginia Commonwealth University. Richmond, VA.

Sheridan, Jennifer. October 14, 2004. "WISELI's Life Cycle Research Grant Program." Presented at the Society of Women Engineers National Conference, Milwaukee, WI.

Carnes, Molly. October 20, 2004. "Women in Academic Leadership: The Issues, the Goals, the Process." [to over 50 women faculty from STEM departments at UIC]; NSF ADVANCE Program at UW-Madison [approx 30 faculty, chairs, and deans from STEM departments.], Chicago, IL.

Brennan, Patricia; Molly Carnes, Bernice Durand, Jo Handelsman, and Jennifer Sheridan. November 10, 2004. "Discovering the Experiences of Senior Women in Academic Science & Engineering." Presented at the WISELI Seminar. Madison, WI.

Carnes, Molly. November 17, 2004. "The Impact of Unconscious Biases on Evaluation: Relevance to the NIH Director's Pioneer Awards." Invited presenter, Office of Research on Women's Health Roundtable discussion, NIH, Bethesda, MD.

Carnes, Molly; Jo Handelsman, Lillian Tong, and Amy Wendt. December 8, 2004. "WISELI Update—Status of Our Efforts to Promote the Advancement of Women in Science and Engineering." Presented at the WISELI Seminar. Madison, WI.

Peercy, Paul. December 13, 2004. "NSF ADVANCE Institutional Transformation Award at UW-Madison." Presented at the NSF ADVANCE Engineering Workshop, Washington DC.

Handelsman, Jo. March 2, 2005. Informal workshop on bias and prejudice in academic evaluation. Oregon State University. Corvallis, OR.

Carnes, Molly. March 4, 2005. "Women in the World of Medicine: What's Holding Us Back?" Presented at the *Leadership Skills and Equity in the Workplace: Lessons Learned* conference, Virginia Commonwealth University. Richmond, VA.

Carnes, Molly. March 12, 2005. "Women Physicians and Leadership: The Issues, The Goals, The Process." Keynote speaker, Women's Physician Council of the American Medical Association. Washington, DC.

Coppersmith, Sue. April 8, 2005. "NSF ADVANCE Institutional Transformation Award at UW-Madison." Mathematical and Physical Sciences Advisory Committee Meeting, National Science Foundation, Washington, DC.

Carnes, Molly. April 26, 2005. "Women in Academic Leadership: Institutional Transformation Required." Grand Rounds and Merritt Lecture, Indiana University School of Medicine. Indianapolis, IN.

Ford, Cecilia. May, 2005. "Language and Heteronormativity." Workshop on Global Perspectives on Sexual Diversity and Gender Relations in a Changing World. Multicultural Student Center and International Student Services, UW-Madison. Madison, WI.

Carnes, Molly. May 9-10, 2005. "Incorporating Research on Biases and Assumptions into Search Committee Training;" "Women in the World of Academic Health Sciences: What's Holding Us Back?" "Women in Academic Leadership: Has There Been Progress?" University of Minnesota. Minneapolis, MN.

Carnes, Molly. May 13, 2005. "Women in Academic Leadership: Has There Been Progress?" Keynote address at the Women Against Lung Cancer meeting. Orlando, FL.

Sheridan, Jennifer. May 19, 2005. "WISELI's Life Cycle Research Grant Program." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Sheridan, Jennifer. May 19, 2005. "Indicators and Dissemination: Question 2. What are the Outcomes of Institutional Processes of Recruitment and Advancement for Men and Women?" NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Carnes, Molly. May 19, 2005. "Insights from Social Science Research on Achieving Academic Awards and Honors: A Local and a National Example." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Carnes, Molly. May 19, 2005. "Converting Academic Staff to the Tenure Track at the UW-Madison: A Viable Strategy?" NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Handelsman, Jo. May 20, 2005. "Affecting Climate/Culture Change — Using Multiple Points of Entry in the Department of Kumquat Science." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Fine, Eve. May 20, 2005. "Working with Department Chairs: Enhancing Department Climate." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.



Zweibel, Ellen. June 2, 2005. "Dual Career Initiatives at U. Wisconsin ." Presented at the American Astronomical Society's annual meeting (session entitled "Institutional Solutions to the 'Two-Body Problem'"), Minneapolis, MN.

Handelsman, Jo. June 9-10, 2005. "Sex and Science." Howard Hughes Medical Institute New Investigator Training. Chevy Chase, MD.

Ford, Cecilia. June 11-16, 2005. "Can I Make a Brief Comment on That': Reference and Social Organization In and Around an Extended Turn." Invited lecture for a symposium on Reference and Referential Form in Interactional Linguistics. Organized by the Nordic Research Board. Helsinki, Finland.

Ford, Cecilia and Barbara A. Fox. July 6-9, 2005. "Reference and Repair as Grammatical Practices in an Extended Turn." Plenary address for the 15<sup>th</sup> Annual Meeting of the Society for Text & Discourse. Amsterdam, Netherlands.

Handelsman, Jo. July 11, 2005. "Diversity, Bias, and Change." Presentation to Harvard Deans' Retreat. Cambridge, MA.

Ford, Cecilia and Teddy Weathersbee. July 25, 2005. "Women's agency and participation: Feminist research for institutional change." Presented for the *Symposium on Gender in Public Settings: Approaches to Third Wave Feminist Analysis* at the 14<sup>th</sup> World Congress of Applied Linguistics Conference. Madison, WI.

Carnes, Molly. October 17, 2005. "Women in Academic Leadership: Institutional Transformation Required" and "Advice From a Few Mistakes I've Made & Some Things I've Done Right (workshop)." 8<sup>th</sup> Annual Professional Development Conference Focus on Health & Leadership for Women. University of Pennsylvania School of Medicine. Philadelphia, PA.

Carnes, Molly. October 21, 2005. "Women and Leadership: When Working Hard is Not Enough." Wisconsin Women's Health Foundation Rural Women's Health. Madison, WI.

Handelsman, Jo. November 29, 2005. Roundtable discussion with faculty and administrators on women in science. Colorado State University. Ft. Collins, CO.

Handelsman, Jo; Molly Carnes; Jennifer Sheridan; Eve Fine; and Christine Pribbenow. Dec. 9, 2005. "NSF ADVANCE at the UW-Madison: Three Success Stories." Poster presentation at the National Academies' "Convocation on Maximizing the Potential of Women in Academic Science and Engineering," Washington, DC.

Handelsman, Jo. January 11, 2006. "More Women in Science." Presented at the Madison Chapter of TEMPO. Madison, WI.

Handelsman, Jo. February 9, 2006. "Boosts and Barriers to Women in Science." Presented at Barnard College. New York, NY.

Sheridan, Jennifer. February 20, 2006. "Methodological Challenges in Measuring Institutional Transformation, Part II: The Limits of Quantitative Indicators." Presented at the Annual Meetings of the AAAS. St. Louis, MO.

Handelsman, Jo. February 23, 2006. "Understanding Our Biases and Assumptions: Male and Female." Faculty Seminar, Stanford University. Stanford, CA.

Ford, Cecilia. March 8, 2006. "The Extraordinary Precision of Ordinary Talk: A Linguist's Perspective on Social Interaction." University Roundtable, UW-Madison. Madison, WI.

Sheridan, Jennifer. March 14, 2006. "Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees." Presented at the Wisconsin Technical College System Leadership Development Institute. Madison, WI.

Sheridan, Jennifer. March 17, 2006. "Climate and Institutional Change: ADVANCE Efforts to Improve Departmental Climate." Presented at the Committee on Institutional Change-Women in Science and Engineering (CIC-WISE) meeting. Chicago, IL.

Gunter, Ramona. April 3, 2006. "'Men and Women Graduate Students' Experiences in Two Plant Science Laboratories." Presented at the Fort Atkinson Branch of American Association of University Women meeting. Fort Atkinson, WI.

Sheridan, Jennifer. April 7, 2006. "Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees." Presented at the 10<sup>th</sup> Annual Absence of Color Conference. Blackhawk Technical College, Janesville, WI.

Carnes, Molly. April 22, 2006. "Gender Bias in Scientific Review: The Case of the NIH Pioneer Awards." Institute for Research and Education on Women and Gender. Keynote address at the annual Graduate Student Conference. Buffalo, NY.

Ford, Cecilia. May 11-14, 2006. "Studying Turn Taking in Workplace Meetings as 'Interdisciplinary/Applied' Conversation Analysis." Presented at the International Conference on Conversation Analysis. Helsinki, Finland.

Ford, Cecilia. May 15, 2006. "Methods and Challenges in the Study of Language in Interaction." Seminar in the Department of Linguistics, Stockholm University. Stockholm, Sweden.

Sheridan, Jennifer. May 17, 2006. "Data Collection and Reporting: The NSF Indicators." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 17, 2006. "Lessons Learned from ADVANCE at the UW-Madison: What we wish we had known...." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Fine, Eve and Jennifer Sheridan. May 17, 2006. "Searching for Excellence & Diversity—Training Workshops for Search Committees." Poster presentation, 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Fine, Eve. May 18, 2006. "Climate Workshops for Department Chairs." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 18, 2006. "Vilas Life Cycle Professorship Program." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Carnes, Molly. May 18, 2006. Chair, "Engaging Senior Female Faculty" Roundtable. 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 19, 2006. "Collection and Use of Climate Survey Data at the UW-Madison." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Pribbenow, Christine. May 19, 2006. "Using Evaluation Data to Affect Institutional Change." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Carnes, Molly. May 19, 2006. Discussant, "Institutionalization—Cross Site Findings of Institutionalization Workgroup" Panel. 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 24, 2006. "Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees." Presented at the Wisconsin Association for Equal Opportunity's 29<sup>th</sup> Annual Spring Conference. Milwaukee, WI.

Carnes, Molly. June 19, 2006. "Gender Bias in Scientific Review: A Case Study of the NIH Pioneer Award." Annual meeting of the Graduate Women in Science. Madison, WI.

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### **Campus Visits/Dissemination of Programming:**

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Meet for information re: ADVANCE and viewing of a *Searching for Excellence & Diversity* workshop. September 27, 2006. Nancy Tarbell (Director: Pediatric Radiation Oncology and Center for Faculty Development) and Rebecca Starr (Administrative Director: Center for Faculty Development, Office for Women's Careers, and Office for Research Career Development.) Massachusetts General Hospital.

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“A Woman’s Place in the Lab: Harvard Studies Efforts to Boost Female Faculty at U-Wisconsin.” *The Boston Globe*. May 1, 2005. [http://www.boston.com/news/local/articles/2005/05/01/campus\\_strives\\_to\\_boost\\_female\\_faculty/](http://www.boston.com/news/local/articles/2005/05/01/campus_strives_to_boost_female_faculty/) .

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### **Products Available to the Public:**

“Study of Faculty Worklife at the University of Wisconsin-Madison.” Climate survey instrument and results.

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<https://wisccharge.wisc.edu/wiseli/items.asp>.

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### **Presentations of WISELI Activities to Campus Groups**

**Deans' Council**—9/4/2002, 12/10/2003, 4/27/2005, 10/26/2005, 5/24/2006

**CALS Department Chairs/Deans**—10/28/2002, 1/26/2004, 12/1/2005, 1/23/2006

**ENGR Department Chairs and Deans**—11/6/2002, 2/4/2004, 1/4/2006

**Medical School Clinical Science Chairs**—10/14/2002, 3/9/2004, 1/10/2006

**Medical School Basic Science Chairs**—10/8/2002

**Medical School Retreat**—3/12/2005

**Pharmacy Division Heads and Deans**—4/12/2004, 12/15/2005

**SVM Department Chairs and Deans**—12/17/2002, 2/5/2004, 11/15/2005

**L&S Natural Science Chairs**—11/18/2002, 9/20/2004, 12/19/2005

**L&S (All) Department Chairs**—12/19/2005

**SoHE Department Chairs and Deans**—2/23/2004

**Education Department Chairs and Deans**—3/3/2004

**Biological Science Deans**—12/16/2003

**Graduate School Deans**—9/30/2004, 8/31/2005

**University Committee**—2/14/2005

**UW System AA/EEO Program Directors**—2/21/2005

**Wisconsin Technical Colleges AA/EEO Officers**—10/14/2005

**Council for Non-represented Classified Staff (CNCS)**—2/13/2006

**Department of Plant Pathology**—12/4/2002

**Women in Physical Sciences**—5/2003, 2/23/2004

**Women in Engineering**—3/18/2004

**University League**—11/24/2003

**College of Engineering (CoE) Academic Affairs**—11/21/2003

**CoE Equity & Diversity Committee**—4/14/2004

**CoE Committee on Academic Staff Issues**—4/28/2004

**Committee on Women in the University**—2/18/2004, 1/12/2005, 11/9/2005, 12/13/2006

**Women Faculty Mentoring Program**—9/19/2003

**Plan 2008 Campus Resource Fair/Diversity Forum**—5/7/2002, 9/21/2006

**Showcase**—4/3/2002, 4/5/2004  
**Women Faculty in Medical School**—3/11/2005  
**Academic Staff Executive Council**—3/6/2003, 3/5/2004, 2/25/2005  
**Office of Human Resources**—2/16/2005  
**WEMPEC**—2/11/2005  
**UW System EEO Officers**—4/13/2005  
**William S. Middleton Memorial VA Hospital**—3/17/2005, 4/26/2005  
**CIRTL/DELTA**—2/2/2005, 9/20/2005  
**UW Teaching & Learning Symposium**—5/24/2005, 5/17/2006  
**UW Foundation**—8/23/2005, 11/10/2005, 12/7/2005  
**WISELI Seminar**—10/20/2003, 11/17/2003, 2/16/2004, 3/22/2004, 11/10/2004,  
12/8/2004, 3/9/2005, 9/22/2005, 11/10/2005  
**Provost Department Chair Training**—8/31/2006, 11/3/2006, 12/1/2006  
**L&S Equity & Diversity Committee**—12/15/2006  
**Women's Philanthropy Council**—4/26/2006  
**Bacteriology Teaching Institute**—10/13/2006

## **NSF Informational Handout**

**Objective** NSF ADVANCE at the University of Wisconsin-Madison is a five-year project to promote institutional transformation in science and engineering fields by increasing the participation, success and leadership of women faculty in academic science and engineering. The grant is administered through the **Women in Science & Engineering Leadership Institute (WISELI)**.

**Constituents** Science and engineering faculty and staff in the **six schools** with the largest science and engineering faculty: College of Engineering, College of Letters & Sciences, College of Agricultural and Life Sciences, the School of Veterinary Medicine, the School of Pharmacy, and the Medical School. In total, we target **over 50 departments and 1,200 faculty** in the biological and physical sciences.

**Activities** With a strong evaluation component in all that we do, our research and initiatives feed back to each other, improving our activities with each iteration



### Grant Programs

- Vilas Life Cycle Professorship Program
- Celebrating Women in Science & Engineering Grants

### Workshops

- Workshops for Search Committee Chairs
- Climate Workshops for Department Chairs
- Workshops on Building Effective Research Teams (in development)

### Other Initiatives

- Conversion of staff to tenure track
- Awards and honors for women faculty
- Leadership development for academic staff
- Conversations with senior women faculty
- Documentary video
- WISELI Seminar series
- WISELI website, listserv

### Evaluative Research

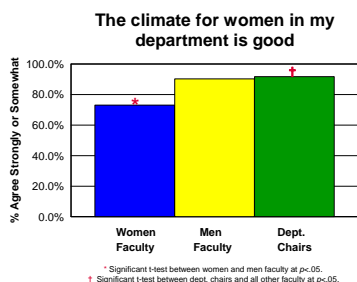
- Interviews with women faculty and staff
- Study of Faculty and Academic Staff Worklife (climate survey)
- Resource studies
- Issue Studies
- Evaluation of existing programs at UW-Madison

### Other Research

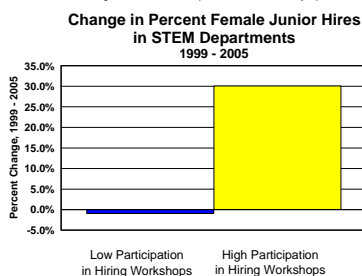
- Discourse analysis of women's communication strategies
- Ethnographic study of gendered interactions in the laboratory setting
- Study of Career Choices in Engineering
- Expanding Entrepreneurial Activity for Senior Women

## Selected Results

### Climate:



### Hiring:



- Climate survey and interviews with women faculty identify **DEPARTMENT CHAIRS** as key influences on the experiences of women faculty.
- To date, 27 department chairs have participated in our Climate Workshops; the improvements made as a result of this will affect thousands of faculty and staff in those departments.
- Climate will be re-assessed in select departments to evaluate the overall effects of the Climate Workshops.
- New faculty hires in STEM have increased overall, from 18% women in 2002, to 21% in the 2005 hiring cycle.
- Departments who participate in WISELI workshops (2003-2005) show more gains in hiring women (30% increase) than those departments who have not participated (no change).
- Approximately 70 hiring committee chairs have participated in our training workshops in 2004, and 92 participated in 2005.
- Evaluation of composition of hiring pools is underway.

Products (see <http://wiseli.engr.wisc.edu/products.htm>):

- Climate:**
- *Benefits and Challenges of Diversity*
  - *Enhancing Department Climate: A Chair's Role: Resources*
  - *Advice to the Top: Top 10 Tips for Academic Leaders to Accelerate the Advancement of Women in Science and Engineering*
  - *Sex and Science: Tips for Faculty*
  - *Study of Faculty Worklife at the University of Wisconsin-Madison* (survey instrument and results)
- Recruiting:**
- *Recruiting Applicants: Research on Bias and Assumptions*
  - *Searching for Excellence and Diversity: A Guide for Faculty Search Committee Chairs*
- Papers:**
- Handelsman et al. 2005. "More Women in Science." *Science*. 309(5738):1190-1191.
  - Carnes et al. 2005. "Diversity in Academic Medicine: The Stages of Change Model." *Journal of Women's Health*. 14(6):471-475.
  - Carnes et al. 2005. "NIH Director's Pioneer Awards: Could the Selection Process be Biased Against Women?" *Journal of Women's Health*. 14(8):684-691.
  - Sheridan et al. 2006. "Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty." *Journal of Technology Transfer*. 31(1).
- Awards & Honors:**
- *Advancing Your Career through Awards and Recognitions: A Guide for Women Faculty in the Sciences & Engineering*
- Documentary Videos:**
- *WISELI: ADVANCEing Institutional Transformation*
  - *WISELI: Building on a Legacy*

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***ADVANCE institutions will serve as exemplars for other colleges and universities aiming to increase the participation and status of women in science and engineering faculty.***



## **Annual Report of ADVANCE Program for University of Wisconsin-Madison**

**2006**

**Principals, *University of Wisconsin-Madison***

**Dr. Molly Carnes, Jean Manchester Biddick Professor of Medicine  
Dr. Jo Handelsman, Howard Hughes Medical Institute Professor of  
Plant Pathology  
Dr. Jennifer Sheridan, WISELI**

February, 2007

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# ***I. Executive Summary: Major Accomplishments in Year 5***

“WISELI *\*will\** go on.”

The leadership of WISELI sent this message to all affiliates in December, 2006. Our two main challenges of 2006 (the last year of the ADVANCE funding) were to complete the evaluation of our institutional change efforts, and to find the funding and support necessary to keep WISELI and its work alive beyond the ADVANCE grant funds. We are delighted to report that both challenges were met, in addition to continuing our programs and research that began prior to this year. We completed all remaining issue studies and evaluation of existing programs; we completed a follow-up campus climate survey and also follow-up in-depth interviews with women faculty; and we collected the offer and hiring data necessary to evaluate our hiring workshops. All of these data collection efforts were instrumental in completing the final WISELI evaluation report, and all were important reasons that funding of WISELI will continue beyond 2006. Using the positive evaluation results, we secured a combination of outside funding (a Partnerships for Adaptation, Implementation, and Dissemination (PAID) grant from the National Science Foundation), and support from key units at the UW-Madison including the Office of the Provost, the College of Engineering, and the School of Medicine and Public Health. With this funding, WISELI will continue work at almost its current staffing level through at least 2009. And with the fulfilled promise to support the Executive Director position “permanently”, WISELI is assured to exist in some form indefinitely.

2006 was not only a year of challenges, it was also a year of great opportunity for WISELI. The publication of the National Academies report “Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering” featured two of WISELI’s workshop series—the *Searching for Excellence & Diversity* workshops for chairs of hiring committees, and the *Departmental Climate: A Chair’s Role* workshops. The inclusion of these efforts in such a visible report has generated strong interest in our work, and we are happily responding to requests from many universities for our materials and our approaches to institutional change.

Some of our greatest accomplishments of 2006 include:

## **Workshops**

- We continued implementing workshops for chairs of search committees. We designed multiple formats for use in training chairs of hiring committees and have broadened the training to include other faculty and staff, training over 153 individuals in 2006. In 2006, we began implementing these workshops for units that hire primarily academic staff for the first time.
- Climate Workshops for Department Chairs that began in 2005 continued through completing in 2006, but no new climate workshop series were begun in 2006 due to



competing requests to survey faculty. We used this time to strategize about expansion of the program in 2007, as well as disseminating the workshops to other campuses.

## **Grants**

- We awarded eight new Celebrating Women in Science & Engineering grants.
- The Vilas Life Cycle Professorships continued in 2006. We received 22 applications, and funded 18 of them. In September 2006, the Vilas Life Cycle Professorship program was awarded a \$25,000 prize from the American Council on Education and the Sloan Foundation, in recognition of innovation in faculty career flexibility.

## **Research & Evaluation**

- We have published one paper and one letter to the editor (Nature) in 2006 and five more papers/books/chapters are in press to appear in 2007.
- The 2006 *Study of Faculty Worklife at the UW-Madison* was successfully fielded in February through April of 2006. We received a 55.7% response rate.
- All issue studies, and all evaluations of existing campus programs, were completed by December 2006.
- An ethnographic study of men and women faculty in science and engineering is continuing.
- Re-interviews with the women faculty we originally interviewed in 2002 were completed by the end of Summer, 2006.

## **Leadership**

- WISELI Leadership Team members continue to occupy key positions that influence gender-related policy and practice. New in 2006: Pat Farrell became Provost, Jo Handelsman was named incoming chair of Bacteriology, and Nancy Mathews was named chair of the University's reaccreditation committee. Molly Carnes was accepted as a Fellow in the 2006/07 class of the Executive Leadership in Academic Medicine (ELAM) program.
- The 65 Biological and Physical Science departments at UW-Madison now have TEN women chairs (compared to three in 2002); two of the ten are women of color.
- WISELI leaders continue to provide guidance, coaching, and mentorship to individual women students, faculty, and staff. Such activities have contributed to success in grant funding, conversion of staff to tenure track, departmental re-assignment, tenure achievement, and less-quantifiable outcomes of improved satisfaction with professional life.

## **Other**

- The third WISELI video was in production this year, and will be completed in early 2007.

- The WISELI Seminars, held three times per semester, were discontinued in Fall 2006. The monthly seminars will be replaced by a larger, high-profile event once a year, and will be named in honor of Denise D. Denton.
- WISELI continues to collaborate closely with our new Wisconsin Alliance for Minority Participation (WiscAMP) program.
- WISELI is collaborating with faculty and staff in the School of Medicine & Public Health, the College of Engineering, and the College of Agricultural and Life Sciences to develop a new course entitled “Women and Leadership in Medicine, Science and Engineering.” This course will be available in Spring 2008, and will be cross-listed with Women’s Studies.

In addition to these concrete programmatic elements, we have become active players on the national women in science and engineering movement:

- WISELI co-PI Jo Handelsman served on the committee for the National Academies’ new study, *“Maximizing the Potential of Women in Academic Science and Engineering.”*
- Jennifer Sheridan became a co-chair (with Janet Malley of the University of Michigan) of the research committee of the Women in Engineering Programs & Advocates Network (WEPAN).
- WISELI was consulted by more than 50 other colleges and universities across North America in 2006, for a variety of reasons. Some wanted our hiring brochures, some wanted information on our climate survey, some wanted help and advice as they began their own institutional transformation efforts, some wanted specific information about a UW-Madison policy. Several of the colleges/universities were fellow ADVANCE sites.
- WISELI Co-PI Molly Carnes served on a review panel for the first round of NIH Clinical and Translational Science A (CTSA) awards. She noticed that not one of the designated PIs of the CTSA’s were women, and has campaigned actively within the NIH to change policies and procedures so that more women might be chosen as PIs. The forthcoming paper “A Challenge to Academic Centers and the NIH to Prevent Unintended Gender Bias in Selection of CTSA Leaders” (*Academic Medicine*) arose from this work..

## ***II. Activities: Status of WISELI Initiatives***

### **A. Workplace Interactions**

#### **Climate Workshops for Department Chairs**

- No new Climate Workshops for Department Chairs were run in 2006, because we did not want the workshops and surveys of their departments to interfere with two campus-wide survey implementations. In spring semester 2006, we had the *2006 Study for Faculty Worklife* instrument in the field. We planned to have a workshop in the fall of 2006, but the Office of Academic Planning and Analysis asked us to delay, as the NRC ranking survey was due to be implemented in the fall and a high faculty response rate to that survey is critical. Thus, except for continuing a workshop series begun in 2005, for most of 2006, this initiative was on hiatus.
- Two department chairs who participated in the workshops in 2004 asked us to re-survey their departments in April and May of 2006 as a means to evaluate if the climate had improved in their department after initiating a number of changes to improve it.
- In 2006, we began developing a plan to expand, institutionalize, and disseminate these workshops. Expanding and institutionalizing the workshops requires finding new facilitators for the workshops, and in December we gathered a group of seven faculty who have indicated an interest in becoming involved, or who we thought would make excellent facilitators, to meet. We gained the agreement of ALL of them to at least consider becoming future facilitators. We will be creating a “Climate Workshop Facilitators’ Training Institute” for them to participate in as their “training”, and then hope to offer two or three new workshop series simultaneously beginning in the fall.

We also plan to use this “Training Institute” as a way to disseminate this approach to other campuses. The new ADVANCE site at the University of Illinois-Chicago will be sending one person to attend this “Training Institute” so that they can implement the climate workshops on their own campus.

- Data from the *2006 Study of Faculty Worklife* are being utilized to uncover any changes in climate that can be attributed directly to the department chair workshops. Preliminary results indicate that overall departmental climate as measured in the campus-wide survey is not directly correlated with climate change. Some evidence shows that the perceptions of faculty whose department chairs participated in the workshops have actually polarized their views of departmental climate, with more faculty indicating a positive change (compared to faculty in non-participating departments), AND more faculty indicating a negative change. At the same time, when we re-survey the participating departments using the same survey used in the workshop, we have seen only positive increases in climate. Overall, we have concluded that the climate change we are seeing on campus is not a “better” or “worse” climate per se, but rather an

*increased awareness* of climate for other people. That is, faculty who thought that things were great for women or minority faculty in 2002, are now reporting that things are not great. This is not a change in the actual climate, but rather an increase in sensitivity to climate issues by majority faculty.

## **Workshops for Search Committee Chairs**

- WISELI continued to implement the *Searching for Excellence & Diversity* workshops in 2006. In total, this year we have run 11 sessions and trained 57 faculty search chairs and committee members, and 153 persons overall, including staff and administrators.
  - Two new colleges requested workshops in 2006: the School of Pharmacy and the School of Education.
  - We have begun using the materials and workshop to train employees who hire primarily academic staff. We ran a full workshop for a staff unit (University Health Services), and ran a workshop for the Provost's Office, inviting people who primarily chair high-level administrative searches.
- Dissemination of our materials (especially the brochure) continues to climb. In 2006, we sent over 900 brochures to other universities, and at least eight universities contacted us with direct questions about our workshops, materials, and approach. Six universities/organizations in particular have contacted us to possibly arrange a "train the trainer" workshop on their own campus: University of Oklahoma (PAID team), Massachusetts General Hospital, Washington University, University of Wisconsin-Stout, Iowa State University (not the ADVANCE team), and University of Illinois-Chicago (ADVANCE team).
  - Massachusetts General Hospital sent a team to UW-Madison in September 2006 to observe a hiring workshop "in action."
  - University of Oklahoma (PAID) sent a team to UW-Madison in December 2006 to observe a hiring workshop "in action."
  - University of Wisconsin-Stout, in collaboration with UW-River Falls and UW-Eau Claire, will have our team to their campus on March 1<sup>st</sup>, 2007 for our "Implementing Training for Search Committees" train-the-trainer type workshop.
  - Washington University in St. Louis will have our team to their campus on March 6-7, 2007 for two "Implementing Training for Search Committees" workshops.

## **Workshops in Building Effective Research Teams**

- Using the remaining funds from our ADVANCE grant in 2007, WISELI will lead a campus-wide effort to develop training for PIs of research labs. HHMI has updated their "Making the Right Moves" guidebook, and also created a helpful document "Training Scientists to Make the Right Moves", which will form the basis of our training. Design will begin in early 2007, with the goal of implementing pilot workshops in fall of 2007.

## **B. Life-Career Interface**

### **Life Cycle Grants**

- The Vilas Life Cycle Grants continued in 2006, funded by the Estate of William F. Vilas in the amount of \$310,000. Three rounds of awards were considered. 22 faculty and staff members applied for the awards, and 18 awards were made.
  - In 2006, the first academic staff/permanent PI member has applied for a Vilas award.
- In spring of 2006, an evaluation report was presented to the Trustees of the Vilas Estate. Such a report will be continued annually to encourage the Trustees to continue funding the program.
- In September 2006, the Vilas Life Cycle Professorship program was awarded a \$25,000 prize from the American Council on Education and the Sloan Foundation to recognize “innovation in career flexibility for tenured and tenure-track faculty.”

### **Time-Stretcher Services**

- The UW Hospital has already developed this service. It is available to all UW-Madison faculty and staff.

### **Lactation Space**

- Lactation space in the College of Engineering is in transition due to construction. The space in Engineering Hall was removed; however a new space in the remodeled Mechanical Engineering Building has opened. Female graduate students have been the primary users of this space.

## **C. Development, Leadership, Visibility**

### **Celebrating Women and Science and Engineering Grants**

- Since 2002, we have awarded 34 grants, and have brought in 66 women speakers to 24 departments/programs in five schools/colleges.
- Each grantee completes his or her own evaluation of the impact of their guest(s). While these reports are useful in determining the success of a single grant, the program as a whole has not been adequately evaluated. A new evaluation for this program will be designed in 2007, with the goal of providing some concrete evidence of success (or not) by 2009, and determining at that time whether this program should continue.
- The next call for proposals will go out in late spring, 2007, for the 2006/07 academic year. This program will continue to be funded through contributions from the College of Engineering, College of Letters & Sciences, School of Pharmacy, School of Medicine and Public Health, and School of Veterinary Medicine. We will be seeking the participation of the College of Agricultural and Life Sciences for the 2007-09 years as well.

## **Study the impact and feasibility of moving outstanding non-tenure line researchers into faculty positions**

- In 2006, we completed an “issue study” that looked at both the successful and unsuccessful experiences of academic staff who attempted a conversion to a tenure-track appointment. This report separates the process of switching from an academic staff appointment to a tenure-track appointment into “stages”, with specific strategies used within each state. The report concludes with a discussion of some of the institutional barriers that must be addressed before track switches can become a more feasible way to move women from the staff to the faculty.

## **Senior Women Faculty Initiative**

- Our paper outlining our work with Senior Women (“Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty”) was published in May 2006, in the *Journal of Technology Transfer*.
- Future work with senior women faculty is being defined. In 2007, we intend to increase activity in this area, including:
  - Increasing the recognition of senior women’s accomplishments;
  - Creating a networking capability (listserv?) for senior women interested in leadership;
  - Monitoring media representations of senior women scientists, especially the campus media;
  - Encouraging leadership for senior women academic staff.

## **Develop networks, promote communication, increase visibility of women in S & E**

- With WISELI as the visible center of ADVANCE activity, networking and communication are flourishing. WISELI maintains a listserv and a website, sponsors receptions and hosts meetings with prominent visitors, maintains contact with senior women faculty, publishes the accomplishments of women faculty and academic staff prominently on its website, uses the Leadership Team members to nominate women for awards, and supports women who speak on women-in-science issues at their own professional organizations.

## **Cluster hire initiative**

- This is not an active initiative for two reasons: (1) no new cluster hire positions have been released since early 2002, and (2) faculty and staff gave this initiative a very low priority in our initial Town Hall Meetings.

## **Nominations and Awards for Women Faculty**

- We continue to distribute copies of the “Advancing Women” brochures. To date, we have distributed over 450 copies.
- As part of our PAID proposal, we will update and redesign the “Advancing Women” brochure for a national audience.

## Endowed Professorships for Women in Science

- The Chancellor's list of fundraising priorities for the current "Create the Future: The Wisconsin Campaign" capital campaign includes these professorships. We are in discussions with the UW Foundation to consider reconfiguring these as "rewards" or "awards" for departments that have particularly good records on hiring, promoting, and retaining women.

## Leadership Development of Non-Tenure Line Women in Science and Engineering

- Academic staff members are always invited to all public WISELI events, and our Leadership Team includes academic staff members.
- Academic staff who are permanent PIs are eligible for Vilas Life Cycle Professorship awards.

## D. Overarching

### Establish the Women in Science and Engineering Leadership Institute (WISELI)

Established in January 2002, the Women in Science & Engineering Leadership Institute (WISELI) is a visible entity that centralizes all ADVANCE activity at the UW-Madison. WISELI became an official UW-Madison research institute in Summer 2003.

- **Leadership.** Co-PIs Molly Carnes and Jo Handelsman continue to co-Direct WISELI, and in 2005 Jennifer Sheridan was added as co-PI as well. Handelsman remains at 30% effort on the project, and Carnes's effort remained at 40% through December 2006. Jennifer Sheridan remains as WISELI's Executive and Research Director, at 100% effort.
- **WISELI Seminar.** The WISELI seminar series was active in spring semester 2006, and then was discontinued in fall of 2006. Attendance at the seminars dropped in 2005/06, and a core following of attendees never developed; in particular, our leadership team members rarely attended the seminar, and as the seminar was designed with them in mind, the goals of the seminar were not met. Seminars presented in 2006 include:
  - o Angela Byers-Winston, Assistant Professor of Counseling Psychology, University of Wisconsin-Madison. "Examining diversity within diversity: Retention of underrepresented students in STEM fields."
  - o Judy Houck, Assistant Professor of Medical History and Bioethics, University of Wisconsin-Madison. "Race, Gender and Personality: Putting Student Evaluations of Faculty in Perspective."
  - o Annie Stunden, Chief Information Officer, University of Wisconsin-Madison. "Reminiscences of an Accidental Programmer."

After careful consideration, we have determined that the WISELI seminar will not return in its previous form. Rather, WISELI intends to sponsor one large campus-wide event each year that will be offered as a memorial to Denise D. Denton. We

will work in collaboration with the custodians of the Denice Denton Memorial Fund, and will create a campus-wide event with nationally known speakers, which will simultaneously facilitate networking for women faculty, and also spur action. The first symposium will be held on July 30<sup>th</sup>, 2007, with Donna Shalala as the keynote speaker.

- **WISELI Website.** Traffic continues to remain high on the WISELI website in 2006. We received around 5,800 hits in 2006, which averages to almost 500 a month. Traffic increases when ADVANCE grant deadlines approach, or when women in science make national news (as with the release of the Shalala report in September 2007).

The WISELI website will be redesigned in 2007, removing vestiges of the organization inspired by the original grant in 2002, and creating a much more intuitive and easy-to-navigate web space. We will add forms to ease the order of our materials (brochures, videos, guidebooks) and registration of our events.

- **WISELI Library.** An important element of our website, our online “library” includes hundreds of annotated references to the social science literature underpinning our approach to gender equity. This library has become an important resource for both UW-Madison researchers, and others. The library has been updated twice in 2006. We are investigating the option of creating a more user-friendly interface by transporting the library to different database software; these changes might not become available until 2008, however.
- **WISELI Listserv.** The WISELI listserv has become a reliable way to communicate with our affiliates. Other organizations (e.g., the Provost’s Office, the Wisconsin Women in Higher Education Leadership, CIRTL/DELTA, and others) have been asking us to post notices to our listserv to further inform our affiliates of events and opportunities. At the end of December, 2006, we have 292 affiliates on our listserv.
- **Working Web Site (WWS).** Although the WWS was initially useful as we created programs and web content, it is now largely obsolete. We will use the space to store our in-house library (which contains direct links to PDF copies of articles), and the rest of the site will be eliminated in 2007.
- **Outreach to campus/national groups.** We have presented to many groups about WISELI and our activities. A list of our publications and presentations is attached (see section VIII.) In 2006, we made 19 presentations to groups outside of the UW-Madison, and 24 presentations within the UW-Madison community (both formal and informal.)

In addition to these activities, we consult with numerous campuses about our ADVANCE project and about gender equity in the sciences and engineering more generally.

- (1) Co-PI Jo Handelsman participated on the National Academies panel that produced the “Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering” report, released in September 2006.



Dr. Handelsman has made numerous presentations throughout the country regarding the findings of the report (including to the NIH), and Dr. Sheridan has acted in Dr. Handelsman's stead for local presentations on the same material.

- (2) Dr. Handelsman also had the opportunity to participate in an advisory panel to the National Institutes on Health regarding the NIH Roadmap Initiative; the panel was to describe what is "dropping through the cracks" under their current roadmap plan. Dr. Handelsman was able to bring issues for women in science to the attention of Elias Zerhouni directly through this meeting.
- (3) Our "Research on Bias and Assumptions" brochure continues to be one of our most popular "products". In 2006, we have distributed over 900 copies of this brochure to nine campuses and organizations throughout the US and Canada, bringing the total number of brochures distributed to over 4,000 since its development in 2004.
- (4) We offer our "Implementing Training for Search Committees" workshop to campuses outside the UW-Madison, and have engaged six campuses so far in preliminary discussions of bringing the training to their Universities. Two campuses came to Madison to observe our process and two more have retained WISELI's services in 2007 to come and present this workshop.
- (5) WISELI co-PIs Molly Carnes and Jo Handelsman regularly give talks on gender equity around the country. Some of the institutions to which they have spoken in 2006 include: HHMI, Harvard, Colorado State, Oregon State, National Academies, Virginia Commonwealth, AMA, University of Minnesota, SUNY-Buffalo, and the University of Pennsylvania.

## **Documentary Video**

- Our second video was included in the Research Channel library in 2006, available at: <http://www.researchchannel.org/prog/displayevent.asp?rid=3455>.
- Our first two videos were included in the City of Madison Time Capsule project in December 2006. Madison celebrated its 150<sup>th</sup> anniversary in 2006, and we submitted our videos as a "snapshot" of the situation for women in science in 2006. The time capsule will be opened in 2056, and we can see what progress has been made for women in science in the intervening 50 years (see <http://timecapsule.c3ktogo.com/?page=6&tn=vg> ).
- Filming, script writing, and editing for our third and final video is nearly complete; the video should be available by March or April of 2007. The video will be included on the Research Channel, and all three videos will be burned onto a single DVD which will be available at cost via the WISELI website.

## **Evaluation/Research**

- ***Study of Faculty Worklife at the University of Wisconsin-Madison, 2006.***
  - o The survey was in the field from February-April 2006. We received a 55.7% response rate. Response of minority faculty decreased between the 2003 and

2006 surveys, but otherwise the 2006 survey results should be representative of the entire faculty population. Analysis is beginning with program evaluation needs for the ADVANCE project and will be followed by a campus-wide report to be issued in 2007.

- ***Interviews with UW-Madison women in science & engineering.***
  - o Follow-up interviews with 19 of the original 26 women faculty interviewed in 2002 (23 remain on campus, so we had 4 refusals for re-interview) are completed, and data is being analyzed for the final ADVANCE report.
- ***Issue Studies.***
  - o Issue Study #1, “The Department Chair and Climate: Contradicting Perceptions” manuscript was completed in 2005 as an article for publication. This article has been accepted, pending some revision, in the *Journal of Women and Minorities in Science & Engineering*.
  - o Issue Study #2, “Why Women Leave”: Our second study identified the reasons why women faculty in the sciences and engineering leave UW-Madison. Based on interviews with nine women who recently left the UW-Madison, we hope to discover novel ways to retain more women. The results from this study were combined with results from our evaluation of the UW-Madison Dual Career Hiring program, because the main findings from both studies was that the happiness of the spouse or partner determined whether the woman faculty member stayed at the UW-Madison or left. The final report was completed in March 2006.
    - WISELI’s involvement with exit interviews through this project led to the handover of the campus-wide exit interview process to WISELI in early 2007.
  - o Issue Study #3 investigates the issues involved for women who want to move from an academic staff appointment to a tenured or tenure-track appointment at the UW-Madison. Using case study methodology, the experiences of two women who attempted track conversions—one successful and one not—are followed.
- ***Ethnographic Study.***
  - o Two articles were published (in 2003 and 2005) from these data.
  - o Ramona Gunter will complete her dissertation using the data gathered for this study in January 2007.
- ***Discourse Analysis of the “Ignoring-my-ideas” Phenomenon.***
  - o This project has evolved from the original proposition “women’s ideas are ignored” to “How do women gain and use the floor in professional workplace meetings?” The project has involved four years of data collection, several scholarly presentations, and will result in at least two publications.
  - o One chapter to be published in 2007:
    - Ford, Cecilia. In Press. “Questioning in Meetings: Participation and Positioning.” Invited contribution to *Why Do You Ask?: The Function of*

*Questions in Institutional Discourse.* Susan Erlich and Alice Freed (Eds.)  
Oxford University Press.

- o Two working papers in development include:
    - Ford, Cecilia E. and Teddy Kardash. 2005. "Combining Frameworks for Understanding Women's Participation in Meetings: Expanding Expectation States Theory through Conversation Analysis."
    - Ford, Cecilia E. and Barbara A. Fox. 2005. "'Can I Make a Brief Comment on That': Reference and Social Organization In and Around an Extended Turn."
  - o Two presentations resulted from this research in 2006:
    - Ford, Cecilia. 2006. "Studying Turn Taking in Workplace Meetings as 'Interdisciplinary/Applied' Conversation Analysis." International Conference on Conversation Analysis. Helsinki, Finland.
    - Ford, Cecilia. 2006. "Methods and Challenges in the Study of Language in Interaction." Invited Seminar in the Department of Linguistics, Stockholm University. Stockholm, Sweden.
  - o A book contract for *Women Talking in Workplace Meetings: Getting and Using the Floor* has been secured from Palgrave/Macmillan. Manuscript due February 2007; expected publication date November 2007.
- ***Study of Career Choices in Engineering.***
    - o The director of this project, Amy Wendt, has taken a leadership role (department chair), and thus this project is on hold.
  - ***Examine the patterns of assigning institutional resources for uneven distribution by gender.***
    - o Survey data and institutional data are employed to investigate these issues for women faculty in 2003.
  - ***Evaluation of Existing Gender Equity Programs.*** We proposed to evaluate nine campus programs related to gender equity. Data from the Faculty and Academic Staff Worklife surveys will be the primary source of information about these programs. These data were released to us in Summer 2003, and thus evaluation of these programs began after the preliminary analyses of the data. The programs we will evaluate, with an expected completion date, include:
    1. *Gender Pay Equity Study.* Completed October 2006.
    2. *Sexual Harassment Information Sessions.* Completed October 2006.
    3. *Provost's Climate Initiative.* This initiative will not be evaluated formally.
    4. *Dual Career Couples.* Results from this study were combined with the "Why Women Leave" issue study. Completed April 2006.
    5. *Tenure Clock Extensions.* Completed October 2004. These data were also used to prepare the manuscript entitled, "Extending the Tenure Clock: The Experiences of Faculty at One University," which is in press at the *NWSA Journal*; expected publication date December, 2007 in a special issue on "Women, Tenure and Promotion."

6. *Campus Childcare*. Completed March 2005.
7. *Split Appointments*. This initiative will not be evaluated formally.
8. *WISE Residential Program*. Administrators at WISE conducted their own evaluation in 2003. Therefore, we no longer plan to evaluate the Women in Science and Engineering Residential Program.
9. *Women Faculty Mentoring Program*. Completed July 2004.

These programs are not under the control of WISELI, and any issues we uncover or recommendations we make are purely advisory. We have been cultivating relationships with the units that implement these programs, in order to increase the chances that recommendations will be implemented because they are received in the spirit of collaboration and not criticism.

## Workshops for Faculty and Staff

- We continue to offer our “Implementing Training for Search Committees” train-the-trainer workshop to other campuses that would like to create training for search committees on their own campus (see *Outreach to Campus/National Groups*, item #3, pages 12-13).
- Through our Celebrating Women in Science & Engineering grant program, in 2006 we offered three symposiums on women’s leadership, one roundtable discussion on gender equity, and a workshop on teaching styles to women faculty, staff and students:
  - “Symposium on Women in Science Policy.” In partnership with Graduate Women in Chemistry.
  - “Women and Environmental Leadership Symposium.” In partnership with Forest Ecology and Management department.
  - “The Act of Teaching: Theatrical Tips for Teachers” led by Nancy Houfek (COACH). In partnership with the Astronomy department.
  - “Encouraging Success in Science and Medicine.” In partnership with Medical Science Training Program.
  - “Women in Science Roundtable Discussion: Striving for Equality in an Academic Environment” led by Dr. Linda Nicholson. In partnership with the Chemistry department.

## Course Development

- WISELI co-PI Molly Carnes, in collaboration with Dr. Sarah Pfatteicher (Engineering), Prof. Trina McMahon (Engineering), and Prof. Teri Balser (CALS) are developing a new course to be available spring semester 2008. Entitled “Women and Leadership in Medicine, Science, and Engineering”, it will explore the current scholarship on women’s leadership in STEM fields. This course will be cross-listed with Women’s Studies.

### **III. Findings: Value Added**

#### **Tangible outputs**

- Vilas Life Cycle Professorships. WISELI continues to administer this popular campus program, and is responsible for not only securing the funds each year and allocating them to applicants, but also for evaluating the program annually. In 2006, the program was recognized with a \$25,000 prize for its “innovation in career flexibility for tenured and tenure-track faculty” by the ACE and Sloan Foundation. The award program is very important to campus, and was specifically mentioned in the 5<sup>th</sup> year progress report of the UW-Madison strategic plan (<http://www.chancellor.wisc.edu/strategicplan/progress.html>).
- Permanent Workshops. WISELI directly contributes two campus-wide training workshops (training for chairs of hiring committees, and a workshop on departmental climate for department chairs). To date, we have trained over 313 hiring committee chairs and members, and 27 department chairs. We have begun the process of designing a new workshop series for PIs of labs, and hope to have a pilot implemented in 2007.
- Local and National Dissemination. WISELI has made our materials available to interested universities and other organizations either for free through our website, or for nominal costs. Furthermore, we have been open to visits from faculty and staff at other universities to observe our workshops and make ourselves available to visit other campuses.
- Research. WISELI continues to provide data to faculty, staff, and administrators regarding the experience of women in the sciences and engineering on campus. Furthermore, WISELI is flexible enough and has access to different kinds of campus data, or provide specific analyses as requested of our survey data to different units on campus. Other research studies (the work of Profs. Ford and Stambach) are additional value-added products of ADVANCE funding.
- Publications. WISELI has published two papers in 2006, with several more under review or in press for 2007. In addition, co-PI Jo Handelsman was an active and productive member of the National Academies panel (chaired by Donna Shalala) that produced the “Beyond Bias and Barriers” report released in September. (Two WISELI initiatives, the department chair climate workshops and the “Searching for Excellence & Diversity” workshops are featured prominently in that report.)

In addition to our traditional publications, WISELI has produced two high-quality documentary videos, available to the public through *The Research Channel*, and also to the Madison audience via the Madison Metropolitan School District’s public access channel. A third video is scheduled for release in early 2007.

- Evaluation of existing programs. Six existing campus programs were evaluated by WISELI from 2002-2006. The campus will have an outside evaluation of many of these programs for the first time.
- Resource for women in science/women in academia. As campus women become involved in the women's sections and caucuses of their own professional organizations, they have found WISELI to be a great resource for getting information for newsletters and presentations. Our website, in particular, has been cited as a wonderful resource for women on campus. As the large increase in website traffic indicates, we are also a good resource for people outside of UW-Madison. About sixteen percent of our web hits come from outside of the United States (about 6% from Europe, 3% from Asia, 2% from Canada, 2% from Australia. Overall, we have documented hits to our website from 132 countries around the world including the U.S.)
- Improved departmental climate. Data from our 2003 and 2006 *Study of Faculty Worklife* surveys indicate that climate has stayed the same or slightly improved for women faculty in the biological and physical sciences at UW-Madison, when the women are self-reporting their own personal experiences. Much greater changes in climate are seen when faculty are asked to report about the experiences of climate for others—particularly for faculty of color. In 2006, faculty significantly more often disagree that “climate for faculty of color in my department is good” compared to 2003, and *most of this change occurred for faculty who participated in a WISELI workshop or event.* These results will be reported in more detail in the upcoming final evaluation report for WISELI, and are also being prepared for presentation at the June 2007 WEPAN meetings.
- Improved hiring of women. We have examined the offers extended, offers accepted, incoming hires, and satisfaction of new hires for biological and physical science departments who participated in our *Searching for Excellence & Diversity* hiring workshops, and those that did not. There appears to be a positive relationship between workshop participation and increased offers to women, increased new hires who are women, and increased satisfaction with the hiring process of all faculty whose departments participated in the workshops. Participation in the workshops does not appear to be related to the acceptance rates of offers made. These results will be reported in more detail in the upcoming final evaluation report for WISELI, and are also being prepared for presentation in the June 2007 American Society for Engineering Education meetings.
- Increase in diversity of campus leadership. In 2006, we have a much more diverse leadership (deans, department chairs) than we did in 2002. This will be illustrated in our final report, but to estimate what we think we will find when the data are compiled:
  - In 2002, all six of the deans of STEM schools/colleges were white men.
  - In 2006, three are white men, two are white women, and one is a (male)

member of the Chickasaw Nation—the first American Indian to be named a dean at UW-Madison.

- In 2002, only three of the approximately 65 department chairs in biological and physical science departments were women. In 2006, we anticipate finding 10 women chairs in these departments, two of whom are women of color.
- In 2002, 13.5% of faculty holding named professorships were women (35 women); in 2006, we have 58 women holding named professorships, which is 18.7% of the total.

### **Elevation of gender equity as a “real” problem (increased respect for those working on the issues)**

- Visibility of gender equity issues. WISELI continues to keep issues for women in science and engineering at the forefront of UW-Madison conversations. Jo Handelsman’s participation on the National Academies panel that produced the “Beyond Bias and Barriers” report provided another opportunity to keep these issues alive, and she and Jennifer Sheridan combined to give ten presentations on “women in science” or the Beyond Bias report in particular to campus and local Madison groups.

The securing of funding for WISELI beyond the ADVANCE grant also provided an opportunity to keep the issues visible. The strong advocacy of groups such as the Committee on Women, who strongly encouraged the administration to continue supporting WISELI and its work, not only helped us secure the funding we needed, but also reiterated the importance of the work we are doing on campus.

- Legitimacy of complaints. WISELI has also given increased legitimacy to women who raise issues of gender equity. In many examples (that we cannot describe in detail due to confidentiality requirements) we or others have raised issues with top administrators of the University who have responded with aggressive action, including overturning tenure decisions. There is an aspect to such discussions that was lacking before. It appears to us that top administrators are increasingly taking women’s concerns about gender issues more seriously. They more frequently believe that women are voicing genuine complaints, and are less likely to suggest that women acquire “a thicker skin” or to require data or corroboration from a man. While this is not a tangible, quantifiable change, it certainly increases the willingness of women to raise issues and contributes to an overall level of awareness and concern about gender issues that exceeds anything we have previously observed on our campus.
- Increased accountability on gender equity issues. Because of the visibility of WISELI, and the work we are doing on issues of gender in hiring and climate especially, it is our impression that campus administrators have come to understand that they are being “watched” on these issues, though this is admittedly hard to assess empirically. WISELI leaders have played active roles in many high-level campus searches, either serving directly on the search committee, training the committee, recruiting candidates, or advising the Chancellor about the search and hiring process.

A change in attitude is that it seems as if administrators *expect* WISELI to weigh in on searches now and we are often asked for advice if we don't volunteer it.

### **Increased awareness of gender equity issues among women scientists and engineers**

- Increased networking of women scientists & engineers. Through our seminars, grant programs, Senior Women meetings, Town Hall meetings, workshops, listserv, website, and our general outreach to the community on an individual basis, WISELI has created a network of women scientists and engineers on campus that is gaining strength. WISELI is often tapped as a place to go to for information (campus or national statistics; research on gender equity issues), advice (how to get nominated for awards; preparing an effective tenure packet; what to do when you get an outside offer), and even advocacy for individual problems (moving to a different department; mediating a faculty governance dispute; facilitating a discussion between a chair and women faculty in a department). As we have been cataloging the different types of networking functions WISELI provides, we have been looking for ways to institutionalize this idiosyncratic, yet important, service we provide the campus.
- Increased leadership roles of WISELI senior personnel. Many original and current members of WISELI's leadership team are currently occupying important campus leadership roles:
  - o Bacteriology Chair, Jo Handelsman.
  - o Campus Reaccreditation Committee Chair, Nancy Mathews
  - o Provost, Pat Farrell.
  - o Dean of Letters & Sciences, Gary Sandefur.
  - o Associate Vice Chancellor for Diversity & Climate, Bernice Durand.
  - o Electrical & Computer Engineering co-Chair, Amy Wendt.
  - o University Committee member, Molly Carnes

### **Contributions to gender equity programs nationally**

- Survey. Many campuses continue to use our survey of faculty as a model for their own climate survey efforts. In 2006, nine different universities, including Harvard University, the University of Alabama-Birmingham, University of Utah, Iowa State University, University of Missouri-St. Louis, Wayne State University, University of British Columbia, Adelphi University, and SUNY-Upstate requested our survey instrument and asked for advice on survey administration.
- Hiring Brochure. Our brochure entitled "Reviewing Applicants: Research on Bias and Assumptions" continues to be a popular product of the WISELI effort to train search committee chairs. At least 9 different universities (or organizations such as the Massachusetts General Hospital) received brochures in 2006, and 4 of them ordered significant quantities (200 or more) from us at cost.
- National Service.
  - o Jo Handelsman served on the committee for the National Academies' new study, "*Maximizing the Potential of Women in Academic Science and Engineering.*"



- She also served on an NIH Roadmap feedback group, and as the Acting President of the Rosalind Franklin Society.
- o Jennifer Sheridan is serving as co-chair of the WEPAN Research Committee (with Jan Malley, University of Michigan). She also maintains a listserv for the community of ADVANCE and PAID program coordinators to improve the communication among ADVANCE programs.
  - o Molly Carnes served as a panel reviewer for the first round of NIH Clinical and Translational Sciences Award (CTSA) sites.
- Advice. We continue to provide advice and information to ADVANCE sites as they organize their projects. We provide access to campus policies (such as our tenure clock extension policy, our dual career couples program, or our Ombuds program), advice on climate survey implementation, recommendations on administrative matters such as hiring a program coordinator or creating cost-share reports, and copies of our training materials (especially our two brochures).
  - Leadership. WISELI co-PIs Molly Carnes and Jo Handelsman regularly give talks on gender equity around the country. Some of the institutions to which they have spoken in 2006 include: National Institutes on Health, Barnard College, Stanford University, University of Lethbridge (Alberta), and SUNY-Buffalo. In addition, Handelsman briefed the aides of Senators Kennedy and Murray on the “Beyond Bias and Barriers” report, as well as NIH officials and members of the “Women in Medicine” committee. Finally, Molly Carnes was accepted as a Fellow in the 2006/07 class of the Executive Leadership in Academic Medicine (ELAM) program.

## ***IV. Findings: Difficulties & Solutions***

### **Administration and structure**

- Future funding of WISELI. Future funding of WISELI has been secured at least until 2009. The UW-Madison campus has committed over \$400,000 per year towards programming (Vilas Life Cycle Professorships) and personnel (Executive Director Jennifer Sheridan's salary and benefits). The College of Engineering and the School of Medicine and Public Health have each pledged to contribute significant amounts to WISELI (and Engineering will continue to provide space and administrative support); and WISELI received a PAID grant that will help provide salary and supplies budget for some WISELI personnel.

### **Difficulties with initiative implementation and institutionalization (specific and general)**

- Climate Workshops for Department Chairs. Jo Handelsman is an excellent facilitator for the climate workshops for chairs, and as yet we have found no replacement for her. Staff, even experienced staff, cannot substitute for a well-respected, experienced member of the UW-Madison faculty for facilitating these workshops. In 2006, we identified a group of faculty we believe can fill that role and began developing a plan to "train" them. In 2007, we will implement the training, and begin new workshops in summer or fall of 2007.
- Individual advocacy. WISELI co-Directors continue to spend a great deal of time on cases of individual advocacy. Although often invisible and resistant to normal "status reporting" mechanisms, this work might in fact be some of the most important that WISELI does in its five years. We have assisted women faculty in crisis—health, relationship, tenure, grant-writing, climate, and other crises that come along. We are beginning to understand that the value of advocacy from well-respected active women faculty cannot be duplicated by an official university program, but at the same time, the same women faculty cannot continue to handle every case that comes to them. An idea for a "SWAT Team" of carefully chosen personal advocates is being discussed and formulated, as a possible solution to the high time demands of personal advocacy for women.

### **Overall campus perceptions and attitudes**

- Continued pockets of discontent. Although we have evidence of slightly improved climate for women faculty in the biological and physical sciences, and also have evidence that attitudes are changing among men faculty, a few departments continue to remain resistant to any efforts to improve the situation for women. Intense interventions into several departments by the WISELI co-Directors are not (yet) having the intended effect. Women are being denied tenure; senior women are leaving the University; women are not being nominated for awards or interviewed for important leadership positions. WISELI might succeed at improving campus climate

overall, at the mean level, but having even one department, unit or school that is toxic for women is one too many.

### **UW-Madison as “living laboratory” not always embraced**

- Examination of tenure cover letters. In our attempts to perform institutional research involving gender differences in cover letters written by department chairs in tenure cases, we were met with a roadblock from the IRB which refused to grant permission to obtain these letters. We are revising our methods and re-submitting our proposal.

## ***V. WISELI Management and Infrastructure***

### **Directors**

**Co-Director:** Molly Carnes

**Co-Director:** Jo Handelsman

**Research & Executive Director:** Jennifer Sheridan

### **Staff**

**Researcher:** Eve Fine

**Research Specialist:** Deveny Benting

**Webmaster:** Deveny Benting

**University Grants & Contracts Specialist:** Carol Sobek

### **Leadership Team**

Vicki Bier, Patti Brennan, Wendy Crone, Bernice Durand, Pat Farrell, Cecilia Ford, Linda Greene, Douglass Henderson, Nancy Mathews, Cathy Middlecamp, Paul Percy, Manuela Romero, Gary Sandefur, Gloria Sarto, Lillian Tong, Amy Wendt

### **Evaluation Team**

**Evaluation Director:** Christine Maidl Pribbenow

Deveny Benting, Cecilia Ford, Ramona Gunter, Margaret Harrigan, Jennifer Sheridan, Amy Stambach, John Stevenson

### **Administrative Partners**

Chancellor John Wiley

Provost Pat Farrell

Dean Martin Cadwallader,  
Graduate School

Dean Daryl Buss, Veterinary  
Medicine

Dean Robert Golden, School  
of Medicine & Public Health

Dean Molly Jahn, College of  
Agricultural & Life Sciences

Dean Jeanette Roberts,  
Pharmacy

Frances Westley, Director,  
Gaylord Nelson Institute for  
Environmental Studies

Assoc Dean Donna Paulnock,  
Graduate School

Assoc Dean Terry Millar,  
Graduate School

Dean Robin Douthitt, School  
of Human Ecology

Dean Katharyn May, School of  
Nursing

Assoc. Dean Mariamne  
Whatley, School of  
Education

Don Schutt, Human  
Resources

Director Luis Pinero, Equity &  
Diversity Resource Center

### **Campus Affiliates**

Women in Science and Engineering and other supporters, through  
WISELI Listserv

### **External Advisory Team**

Joan King, Sally Kohlstedt,  
Charlotte Kuh, Sue Rosser

## VI. Financial Reports

### 2006 Financial Report

(prepared 1/26/07)

	2002	2003	2004	2005	2006*	Total
<b>Income</b>						
NSF	\$749,830	\$749,747	\$749,615	\$749,903	\$749,878	\$3,748,973
Celebrating Grants	\$6,000	\$13,365	\$4,000	\$10,000	\$10,000	\$43,365
College of Engineering	\$10,000	\$20,000	\$10,000	\$10,000	\$18,000	\$68,000
Provost's Office	\$0	\$0	\$0	\$16,072	\$34,072	\$50,144
Grad School					\$24,101	\$24,101
College of L & S					\$5,000	\$5,000
<b>Salaries and Fringes</b>						
Directors	\$145,180	\$115,306	\$103,088	\$124,317	\$164,346	\$652,237
WISELI Staff	\$98,419	\$128,547	\$156,006	\$193,661	\$239,358	\$815,991
Leadership Team	\$69,725	\$143,700	\$61,618	\$35,979	\$73,060	\$384,082
Evaluators	\$88,261	\$72,110	\$57,076	\$53,854	\$113,302	\$384,603
<b>Travel</b>	\$9,758	\$9,637	\$15,291	\$10,345	\$10,470	\$55,501
<b>Supplies and Equipment</b>	\$17,972	\$12,348	\$12,757	\$12,373	\$11,530	\$66,980
<b>Initiatives</b>						
Celebrating Grants	\$0	\$9,037	\$11,170	\$12,182	\$11,703	\$44,092
Life Cycle Research Grants	\$0	\$81,817	\$86,342	\$39,628	\$0	\$207,788
Video	\$12,169	\$5,160	\$7,079	\$20,292	\$16,644	\$61,344
Survey	\$0	\$33,381	\$0	\$0	\$18,318	\$51,699
Book Giveaways	\$1,756	\$395	\$0	\$0	\$0	\$2,151
WISELI Seminar	\$273	\$537	\$875	\$3,152	\$736	\$5,573
Senior Women Development	\$172	\$114	\$0	\$0	\$0	\$286
Workshops	\$2,015	\$1,085	\$1,377	\$1,360	\$1,807	\$7,644
Chairs' Climate Workshops	\$0	\$174	\$1,132	\$125	\$0	\$1,431
Search Committee Chairs' Workshops	\$0	\$382	\$1,142	\$2,432	\$-202	\$3,754
Awards Brochure	\$0	\$0	\$305	\$10	\$0	\$315
Dissemination Activities	\$0	\$0	\$0	\$1,901	\$2,521	\$4,422
<b>Overhead</b>	\$198,942	\$251,851	\$200,416	\$207,014	\$327,992	\$1,186,215
<b>Total Income</b>	<b>\$765,830</b>	<b>\$783,112</b>	<b>\$763,615</b>	<b>\$785,975</b>	<b>\$841,051</b>	<b>\$3,939,583</b>
<b>Total Expenditures</b>	<b>\$644,642</b>	<b>\$865,581</b>	<b>\$715,674</b>	<b>\$718,625</b>	<b>\$991,585</b>	<b>\$3,936,108</b>

\* 2006 federal fund expenditures are actual through December 2006 and estimated from January 2007 through June 2007

Note: The no cost extension on this grant ends June 30, 2007

## Cost Sharing Summary (January 1, 2002 - December 31, 2006)

### WISELI

	Certified Year 1 + 2 + 3 + 4 Total	Uncertified Year 5 (2006)	TOTAL Year 1 - Year 5
1 Salaries & Fringe Benefits	\$182,617	\$63,504	\$246,121
2 Graduate Student support	\$65,658	\$45,599	\$111,257
3 Symposium support	\$34,397	\$0	\$34,397
4 WISE Program support	\$31,833	\$0	\$31,833
5 Other Program support	\$113,725	\$18,680	\$132,405
Indirect Costs	\$189,640	\$54,471	\$244,111
Total Costs	\$617,870	\$182,254	<b>\$800,124</b>

1- Includes faculty and staff salaries and fringe benefits for 2002, 2003, 2004, and 2005.

2- Graduate student support is for: 1 Research Assistant at 50% beginning 9/1/02 through 12/31/04; 1 Project Assistant at 50% beginning 9/1/03 through 1/31/04. 1 Project Assistant at 50% beginning 12/1/06 through 12/31/06; and 2 Project Assistants supported by Vilas Life Cycle Professorship Awards.

3- Funds for Celebrating Women in Science & Engineering Grant program. This program continued in year 5 but we are not applying the funds toward cost share.

4- Includes program support and undergraduate support for the Women in Science and Engineering Residential Program.

5- Includes funds for documentary video project, suvery of faculty and academic staff, the Life Cycle Research Grant programs, and contributions towards equipment and supplies from the College of Engineering.

## ***VII. P.I.s' Current and Pending Support***

## Current and Pending Support

(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: ADVANCE Institutional Transformation Award (Co-PI Mary Carnes)			
Source of Support: NSF Total Award Amount: \$3,748,973      Total Award Period Covered: 1/1/02-12/31/06 Location of Project: UW-Madison			
Person-Months Per Year Committed to the      Cal:      Acad:      Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Howard Hughes Medical Institute Professors Program			
Source of Support: Howard Hughes Medical Institute Total Award Amount: \$900,000      Total Award Period Covered: 9/1/06-8/31/10 Location of Project: UW-Madison			
Person-Months Per Year Committed to the      Cal: 2.40      Acad:      Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: MO: A Microbial Observatory to Study the Impact of Antibiotic Use in Apple Antibiotic Resistance in Soil (Co-PI: P. McManus)			
Source of Support: USDA CSREES Total Award Amount: \$1,234,000      Total Award Period Covered: 8/15/06-8/14/10 Location of Project: UW-Madison			
Person-Months Per Year Committed to the      Cal: 0.48      Acad:      Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Howard Hughes Medical Institute Summer Institute for Undergraduate Biology			
Source of Support: Howard Hughes Medical Institute Total Award Amount: \$550,000      Total Award Period Covered: 5/1/04-4/30/07 Location of Project: UW-Madison			
Person-Months Per Year Committed to the      Cal: 0.6      Acad:      Sumr:			
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

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SHEETS AS NECESSARY



## Current and Pending Support

(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Howard Hughes Medical Institute 2002 HHMI Professors award			
Source of Support: Howard Hughes Medical Institute Total Award Amount: \$ 1,000,000                      Total Award Period Covered: 8/31/02-8/31/07 Location of Project: UW-Madison Person-Months Per Year Committed to the                      Cal: 0.12           Acad:           Sumr: 3			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Functional metagenomics of beta-lactamases and lactonases from topsoil on Wisconsin dairy farms (Postdoctoral Fellowship for L. Moe)			
Source of Support: USDA NRI Total Award Amount: \$125,000                      Total Award Period Covered: 8/1/06-7/31/08 Location of Project: UW-Madison Person-Months Per Year Committed to the                      Cal: 0.06           Acad:           Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Small molecule synergists of <i>Bacillus thuringiensis</i> for control of insect pests			
Co-PIs M. H. Blackwell, K. Raffa Source of Support: Hatch-Multiple Investigator Interdisciplinary Total Award Amount: \$44,430                      Total Award Period Covered: 10/1/05-9/30/07 Location of Project: UW-Madison Person-Months Per Year Committed to the                      Cal: 0.24           Acad:           Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: The role of sigma factors in heterologous gene expression (Predoctoral fellowship for Zakee Sabree)			
Source of Support: NIH Ruth L. Kirschstein NRSA) Total Award Amount: \$86,049                      Total Award Period Covered: 9/1/03-8/31/08 Location of Project: UW-Madison Person-Months Per Year Committed to the                      Cal: 0.06           Acad:           Sumr:			
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

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## Current and Pending Support

(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: ADVANCE Partnerships for Adaptation, Implementation, and Dissemination (PI: J. Sheridan; co-PIs: M. Carnes, J. Handelsman, A. Wendt)			
Source of Support: NSF SBE ADVANCE PAID			
Total Award Amount: \$499,991		Total Award Period Covered: 1/1/07-12/31/09	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.24	Acad:	Sumr:
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Discovery, Design, and Development of Phosphonic Acid Antibiotics			
Source of Support: U. of Illinois, Urbana-Champaign/NIH			
Total Award Amount: \$209,915		Total Award Period Covered: 4/1/07-3/31/12	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.96	Acad:	Sumr:
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Undergraduate Cohort Program: Attracting and Retaining Minority Students to Research			
Source of Support: USDA CSREES Higher Education Challenge Grants Program			
Total Award Amount: \$ 140,743		Total Award Period Covered: 8/1/05-7/31/08	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.24	Acad:	Sumr:
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: moxYZ and microbial community structure and function (Postdoctoral Fellowship for K. Cloud)			
Source of Support: NIH Ruth L. Kirschstein NRSA			
Total Award Amount: \$151,272		Total Award Period Covered: 12/1/06-11/30/09	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.06	Acad:	Sumr:
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

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## Current and Pending Support

(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: The genetic basis of the signaling network in a model gut microbial community  (Postdoctoral fellowship for T. Isenbarger)			
Source of Support: NIH Ruth L. Kirschstein NRSA  Total Award Amount: \$ 151,968      Total Award Period Covered: 6/1/05-5/31/08 Location of Project: UW-Madison Person-Months Per Year Committed to the      Cal: 0.06      Acad:      Sumr:			
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: A metagenomic approach to isolating new chemotherapeutics  (Postdoctoral fellowship for J. Donato)			
Source of Support: American Cancer Society  Total Award Amount: \$138,000      Total Award Period Covered: 7/1/07-6/30/10 Location of Project: UW-Madison Person-Months Per Year Committed to the      Cal: 0.06      Acad:      Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: A New Wave of Scientific Teaching  (Co-PIs: D. Kleinman and S. Miller)			
Source of Support: NSF CCLI  Total Award Amount: \$200,000      Total Award Period Covered: 9/1/06-8/31/08 Location of Project: UW-Madison Person-Months Per Year Committed to the      Cal: 1.2      Acad:      Sumr:			
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Intracellular screens for discovery of natural products in metagenomic libraries  (co-PI: M. Thomas)			
Source of Support: NIH  Total Award Amount: \$ 866,564      Total Award Period Covered: 9/23/05-7/31/08 Location of Project: UW-Madison Person-Months Per Year Committed to the      Cal: 0.24      Acad:      Sumr:			
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

## Current and Pending Support

(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: The emergence of antibiotic resistant bacteria – A metagenomic approach (Postdoctoral fellowship for J. Donato)			
Source of Support: Life Sciences Research Foundation			
Total Award Amount: \$150,000		Total Award Period Covered: 6/1/07-5/30/10	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the		Cal: 0.06	Acad:      Sumr:
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Microbial resources in Alaskan soils: New fields for biotechnology			
Source of Support: Biotechnology and Research Development Corporation			
Total Award Amount: \$810,902		Total Award Period Covered: 5/1/03-9/30/09	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the		Cal: 0.24	Acad:      Sumr:
Support: <input checked="" type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: Enterotoxin-deficient mutants of Bacillus			
Source of Support: Valent Biosciences			
Total Award Amount: Approx. \$90,762		Total Award Period Covered: 4/1/05-9/30/07	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the		Cal: 0.24	Acad:      Sumr:
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: The Center for Advanced Renewable Energy: Establishment of a GTL Bioenergy Center in St.Louis, Missouri			
Source of Support: Washington University/DOE			
Total Award Amount: \$1,915,015		Total Award Period Covered: 10/1/07-9/30/12	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the		Cal: 1	Acad:      Sumr:
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

**Current and Pending Support**  
(See GPG Section II.D.8 for guidance on information to include on this form.)

The following information should be provided for each investigator and other senior personnel. Failure to provide this information may delay consideration of this proposal.			
Investigator: Jo Handelsman	Other agencies (including NSF) to which this proposal has been/will be submitted.		
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: A metagenomic approach to isolating new chemotherapies (Postdoctoral fellowship for J. Donato)			
Source of Support: The Jane Coffin Childs Memorial Fund			
Total Award Amount: \$131,500		Total Award Period Covered: 7/1/07-6/30/10	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.06	Acad:	Sumr:
Support: <input type="checkbox"/> Current <input checked="" type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title: A "No-Kill" Strategy to Manage Infectious Disease			
Source of Support: Alfred P. Sloan Foundation			
Total Award Amount: \$45,000		Total Award Period Covered: 2/15/07-10/14/07	
Location of Project: UW-Madison			
Person-Months Per Year Committed to the	Cal: 0.24	Acad:	Sumr:
Support: <input type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title:			
Source of Support:			
Total Award Amount:		Total Award Period Covered:	
Location of Project:			
Person-Months Per Year Committed to the	Cal:	Acad:	Sumr:
Support: <input type="checkbox"/> Current <input type="checkbox"/> Pending <input type="checkbox"/> Submission Planned in Near Future <input type="checkbox"/> *Transfer of Support			
Project/Proposal Title:			
Source of Support:			
Total Award Amount:		Total Award Period Covered:	
Location of Project:			
Person-Months Per Year Committed to the	Cal:	Acad:	Sumr:
*If this project has previously been funded by another agency, please list and furnish information for immediately preceding funding period.			

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## **CARNES, MARY L. (MOLLY)**

**Project Number:** SBE-0123666

**CARNES (PI)**

**Dates of Project:** 1/1/02 – 6/30/07

**Title:** ADVANCE, Institutional Transformation Award

**Effort:** 40% = 4.8 person months

**Source:** National Science Foundation

**Annual Direct Costs:** \$597,673

**Type:** Cooperative agreement

**Goals:** This grant proposes to use UW-Madison as a living laboratory to study why we have been relatively unsuccessful and how we can become more successful in recruiting, retaining, and advancing women in academic science and engineering.

**Role:** PI

**Project Number:** AFCWH060010-01-00

**CARNES (PI)**

**Dates of Project:** 9/1/06 – 8/31/07

**Title:** University of Wisconsin National Center of Excellence in Women's Health/Ambassadors for Change

**Source:** US PHS, Office on Women's Health

**Annual Direct Costs:** \$19,841

**Type:** Cooperative Agreement

**Goals:** This contract designates the UW CWHR as a National Ambassador for Change in Women's Health providing women's leadership.

**Role:** PI

**Project Number:** T32 AG00265

**CARNES (PI)**

**Dates of Project:** 7/99 – 6/09

**Source:** National Institute on Aging

**Effort:** 5% = 0.6 person months (No Salary)

**Title:** Women's Health and Aging: Research and Leadership Training Grant

**Annual Direct Costs:** \$273,390

**Type:** NRSA Institutional Training Grant

**Goals:** This grant provides post-doctoral salary and research support for four MD or PhD fellows per year to engage in research to improve the health of older women.

**Role:** PI

**Project Number:** K12 AGO 19247

**CARNES (PI)**

**Dates of Project:** 9/01/02 – 8/31/07

**Source:** National Institute on Aging

**Effort:** 5% = 0.6 person months (No Salary)

**Title:** Women's Health and Aging: Clinical Scientist Development Program

**Annual Direct Costs:** \$339,300

**Type:** Institutional Mentored Scientist Award

**Goals:** This grant provides salary support for clinical scientists to do research in women's health and aging.

**Role:** PI

## **CARNES, MARY L. (MOLLY) (Continued)**

**Project Number:** 0402549

**FARRELL (PI)**

**Dates of Project:** 11/1/04 – 10/31/09

**Source:** National Science Foundation

**Effort:** 10% = 1.2 person months (No Salary)

**Title:** Wisconsin Alliance for Minority Participation

**Annual Direct Costs:** \$250,000

**Type:** Louis Stokes AMP

**Goals:** This grant will support efforts to enrich the pipeline of academic science and engineering with diverse trainees by drawing together 21 institutions of higher education in the State of Wisconsin.

**Role:** Co PI

**Project Number:** K12 RRO23268 **CARNES (PI)**

**Dates of Project:** 10/01/04 – 7/30/09

**Source:** NIH/NCRR

**Effort:** 20% = 2.4 person months

**Title:** The Training and Education to Advance Multidisciplinary-Clinical-Research (TEAM) Program

**Annual Direct Costs:** \$3,251,782

**Type:** K12 Roadmap

**Goals:** This 5 year grant will expand the nation's capacity to conduct clinical research by multidisciplinary teams. The program will emphasize research in one of 10 multidisciplinary areas of clinical research. This program will establish and validate methods for training a work force to carry out the nation's clinical agenda, as put forth in the NIH Roadmap. It involves over 72 VA and UW-Madison faculty as primary mentors and an additional 100 as secondary mentors. At capacity this will train up to 25 scholars at one time in programs ranging from 2-5 years.

**Role:** PI

**Project Number:** 1P20RR023420-01 **CARNES (PI)**

**Dates of Project:** 9/17/06 – 9/16/07

**Source:** NIH/NCRR

**Effort:** 10% = 1.2 person months

**Title:** University of Wisconsin CTSA Planning Grant

**Annual Direct Costs:** \$150,000

**Type:** P20

**Goals:** To strategically plan for and write a CTSA application to be submitted to NIH in January of 2007.

**Role:** PI

**Jennifer Shridan  
Current and Pending Support  
January 2007**

**CURRENT**

**Project Number:** 0123666

**Type:** Cooperative agreement

**P.I.:** Molly Carnes (40% effort)

**CoPI:** Jo Handelsman (30% effort)

**CoPI:** Jennifer Sheridan (100% effort)

**Title:** ADVANCE, Institutional Transformation Award

**Source:** National Science Foundation

**Dates of Project:** 1/1/02 – 6/30/07

**Annual Direct Costs:** \$515,347

**Total Award:** \$3,748,973

**Goals:** This grant proposes to use UW-Madison as a living laboratory to study why we have been relatively unsuccessful and how we can become more successful in recruiting, retaining, and advancing women in academic science and engineering.

**Project Number:** 0619979

**Type:** Regular Grant

**P.I.:** Jennifer Sheridan (50% effort, \$0)

**CoPI:** Jo Handelsman (5% effort)

**CoPI:** Molly Carnes (30% effort)

**CoPI:** Amy Wendt (10% effort)

**Title:** Partnerships for Adaptation, Implementation, and Dissemination (PAID)

**Source:** National Science Foundation

**Dates of Project:** 1/1/07 – 12/31/09

**Annual Direct Costs:** \$114,006

**Total Award:** \$499,991

**Goals:** This grant proposes to support the Searching for Excellence & Diversity workshops and the Climate Workshops for Department Chairs at the UW-Madison, while producing booklets and brochures that emanate from these training efforts that other universities can use in their own Institutional Transformation work. We will also provide direct dissemination of both workshop series through “train-the-trainer” type opportunities for other campuses.



## **VIII. WISELI Publications and Presentations**

### **Papers Published:**

Bakken, Lori L.; Jennifer Sheridan; and Molly Carnes. 2003. "Gender Differences Among Physician-Scientists in Self-Assessed Abilities to Perform Clinical Research." *Academic Medicine*. 78(12):1281-6.

Gunter, Ramona and Amy Stambach. 2003. "As Balancing Act and As Game: How Women and Men Science Faculty Experience the Promotion Process." *Gender Issues*. 21(1):24-42.

Gunter, Ramona and Amy Stambach. 2005. "Differences in Men and Women Scientists' Perceptions of Workplace Climate." *Journal of Women in Minorities in Science & Engineering*. 11(1):97-116.

Handelsman, Jo, Nancy Cantor, Molly Carnes, Denice Denton, Eve Fine, Barbara Grosz, Virginia Hinshaw, Cora Marrett, Sue Rosser, Donna Shalala, and Jennifer Sheridan. 2005. "More Women in Science." *Science*. 309(5738):1190-1191.

Carnes, Molly; Jo Handelsman; Jennifer Sheridan; Eve Fine. 2005. "Diversity in Academic Medicine: The Stages of Change Model." *Journal of Women's Health*. 14(6):471-475.

Carnes, Molly; Stacie Geller, Jo Handelsman and Jennifer Sheridan. 2005. "NIH Pioneer Awards: Could the Selection Process Be Biased Against Women?" *Journal of Women's Health*. 14(8):684-691.

Sheridan, Jennifer; Patricia Flatley Brennan; Molly Carnes; and Jo Handelsman. 2006. "Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty." *Journal of Technology Transfer*. 31(3): 387-396.

Carnes, Molly. 2006. "Gender: macho language and other deterrents." Letter to the Editor. *Nature*. 442:868.

Committee on Maximizing the Potential of Women in Academic Science and Engineering. 2006. "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering." The National Academies Press: Washington, DC. <http://www.nap.edu/catalog/11741.html> .

Pribbenow, Christine Maidl, Jennifer Sheridan, and Deveny Benting. 2007. "Extending the tenure clock: The experiences of faculty at one university." *National Women's Studies Association Journal* special issue on "Women, Tenure and Promotion," 19(3).

Carnes, Molly and Carole Bland. 2007. "A Challenge to Academic Centers and the NIH

to Prevent Unintended Gender Bias in Selection of CTSA Leaders.” *Academic Medicine*. 82(2):202-206.

Carnes, Molly and JudyAnn Bigby. “Jennifer Fever in Academic Medicine.” *Journal of Women’s Health*. In press.

Ford, Cecilia. “Questioning in Meetings: Participation and Positioning.” In *The Function of Questions in Institutional Discourse* (Susan Erlich and Alice Freed, Eds.) Oxford University Press. In press.

Pribbenow, Christine Maidl, Jennifer Sheridan, Molly Carnes, Eve Fine, and Jo Handelsman. 2007. “Departmental climate: Differing perceptions by faculty members and chairs.” *The Journal of Women and Minorities in Science and Engineering*. [Accepted and under revision.]

### **Working Papers:**

Frehill, Lisa; Cecily Jeser-Cannavale, Priscilla Kehoe, Ellen Meader, Jennifer Sheridan, Abby Stewart, and Helena Svinglin. January 2005. “Proposed Toolkit for Reporting Progress Toward NSF ADVANCE: Institutional Transformation Goals.” Draft available online at: <http://www.nmsu.edu/%7Eadvprog/Indicators.htm> .

Frehill, Lisa; Elena Batista, Sheila Edwards-Lange; Cecily Jeser-Cannavale, Jan Malley, Jennifer Sheridan, Kim Sullivan, and Helena Svinglin. September 2005. “Using Program Evaluation To Ensure the Success of Your Advance Program.” In progress.

Ford, Cecilia E. and Teddy Kardash. 2005. “Combining Frameworks for Understanding Women’s Participation in Meetings: Expanding Expectation States Theory through Conversation Analysis. In progress.

Ford, Cecilia E. and Barbara A. Fox. 2005. “‘Can I Make a Brief Comment on That’: Reference and Social Organization In and Around an Extended Turn.” In progress.

Ford, Cecilia E. 2006. *Women’s Talk in the Professional Workplace: Talking Change*. Palgrave/Macmillan.

### **Presentations:**

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 Departments in the Biological and Physical Sciences.” Presented at the *Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers* conference. Ames, Iowa.

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

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.

Ford, Cecilia. July, 2003. "Gender and Language in/as/on Academic Science: Combining Research with a Commitment to Institutional Change." Presented at the Perception and Realization in Language and Gender Research conference, Michigan State University, East Lansing, Michigan.

Stambach, Amy and Ramona Gunter. May, 2003. "As Balancing Act and As Game: How Women and Men Science Faculty Experience the Promotion Process." Presented at the Gender, Science, and Technology International Conference, Norway.

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. June, 2003. "The University of Wisconsin-Madison ADVANCE Program: Progress to Date." Presented at the WEPAN meetings. Chicago, IL.

Wendt, Amy. September 2003. "NSF ADVANCE at UW-Madison: WISELI Activities." Presented at the 25<sup>th</sup> anniversary of the Women in Computer Science and Engineering organization. Berkeley, CA.

Ford, Cecilia. September 16, 2003. "Gender and Talk: Looking back and looking forward." Presented at the Women's Health Forum of the UW-Madison Center for Women's Health and Women's Health Research. Madison, WI.

Gunter, Ramona. October 20, 2003. "Science Faculty Talk about Self, Home, and Career." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. November 17, 2003. "Faculty Worklife at the University of Wisconsin-Madison: Preliminary Findings." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. January 12, 2004. "Women in Science & Engineering Leadership Institute at UW-Madison." Panelist at Virginia Tech's AdvanceVT Inaugural Workshop, "ADVANCEing Women in Academe: Voices of Experience." Roanoke, VA.

Carnes, Molly. February 13, 2004. Discussant on the "Status of STEM Female Faculty Recruitment, Retention and Advancement" panel for the "Systemic Transformations in the Role of Women in Science and Engineering" Symposium for the Annual Meeting of the American Association for the Advancement of Science meetings. Seattle, WA.

Ford, Cecilia. February 16, 2004. "Getting our Voices Heard: Patterns of Participation in University Meetings." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. February 17, 2004. "Implementing a campus climate survey: logistical notes and preliminary findings." Presented to the Center for Demography & Ecology Training Seminar. Madison, WI.

Pribbenow, Christine Maidl. March 22, 2004. "The Climate for Women Faculty in the Sciences and Engineering: Their Stories, Successes, and Suggestions." Presented at the WISELI Seminar. Madison, WI.

Sheridan, Jennifer. April 13, 2004. "Study of Academic Staff Work Life at UW-Madison: Preliminary Results." Presented at the Wisconsin Center for the Advancement of Postsecondary Education Academic Staff Institute 2004. Madison, WI.

Sheridan, Jennifer. April 20, 2004. "ADVANCE Institutional Data: Using Institutional Data to Create Institutional Change." NSF ADVANCE National Conference. Atlanta, GA.

Carnes, Molly. April 20, 2004. Presenter, "Women from Underrepresented Groups" panel. NSF ADVANCE National Conference. Atlanta, GA.

Durand, Bernice. April 20, 2004. Session Coordinator, "Senior Women and Advancement—A Facilitated Discussion" panel. NSF ADVANCE National Conference. Atlanta, GA.

Sheridan, Jennifer. April 21, 2004. "WISELI's Study of Faculty and Academic Staff Worklife Surveys." NSF ADVANCE National Conference. Atlanta, GA.

Spear, Peter. April 21, 2004. Presenter, "Sustainability of ADVANCE Programs" panel. NSF ADVANCE National Conference. Atlanta, GA.

Ford, Cecilia. May 3, 2004. "'Having our ideas ignored': CA and a Feminist Project." Presented at the American Association for Applied Linguistics Annual Conference, colloquium entitled "CA as Applied Linguistics: Crossing Boundaries of Discipline and Practice." Portland, OR.

Sheridan, Jennifer; Jo Handelsman; Molly Carnes. August 14, 2004. "Assessing "Readiness to Embrace Diversity": An Application of the Trans-Theoretical Model of Behavioral Change." Presented at the American Sociological Association meetings, session entitled "Workplace Diversity." San Francisco, CA.

Carnes, Molly. October 13, 2004. "Searching for Excellence, Equity & Diversity: Unconscious assumptions and lessons from smoking cessation." Virginia Commonwealth University. Richmond, VA.

Sheridan, Jennifer. October 14, 2004. "WISELI's Life Cycle Research Grant Program." Presented at the Society of Women Engineers National Conference, Milwaukee, WI.

Carnes, Molly. October 20, 2004. "Women in Academic Leadership: The Issues, the Goals, the Process." [to over 50 women faculty from STEM departments at UIC]; NSF ADVANCE Program at UW-Madison [approx 30 faculty, chairs, and deans from STEM departments.], Chicago, IL.

Brennan, Patricia; Molly Carnes, Bernice Durand, Jo Handelsman, and Jennifer Sheridan. November 10, 2004. "Discovering the Experiences of Senior Women in Academic Science & Engineering." Presented at the WISELI Seminar. Madison, WI.

Carnes, Molly. November 17, 2004. "The Impact of Unconscious Biases on Evaluation: Relevance to the NIH Director's Pioneer Awards." Invited presenter, Office of Research on Women's Health Roundtable discussion, NIH, Bethesda, MD.

Carnes, Molly; Jo Handelsman, Lillian Tong, and Amy Wendt. December 8, 2004. "WISELI Update—Status of Our Efforts to Promote the Advancement of Women in Science and Engineering." Presented at the WISELI Seminar. Madison, WI.

Peercy, Paul. December 13, 2004. "NSF ADVANCE Institutional Transformation Award at UW-Madison." Presented at the NSF ADVANCE Engineering Workshop, Washington DC.

Handelsman, Jo. March 2, 2005. Informal workshop on bias and prejudice in academic evaluation. Oregon State University. Corvallis, OR.

Carnes, Molly. March 4, 2005. "Women in the World of Medicine: What's Holding Us Back?" Presented at the *Leadership Skills and Equity in the Workplace: Lessons Learned* conference, Virginia Commonwealth University. Richmond, VA.

Carnes, Molly. March 12, 2005. "Women Physicians and Leadership: The Issues, The Goals, The Process." Keynote speaker, Women's Physician Council of the American Medical Association. Washington, DC.

Coppersmith, Sue. April 8, 2005. "NSF ADVANCE Institutional Transformation Award at UW-Madison." Mathematical and Physical Sciences Advisory Committee Meeting, National Science Foundation, Washington, DC.

Carnes, Molly. April 26, 2005. "Women in Academic Leadership: Institutional Transformation Required." Grand Rounds and Merritt Lecture, Indiana University School of Medicine. Indianapolis, IN.

Carnes, Molly. May 9-10, 2005. "Incorporating Research on Biases and Assumptions into Search Committee Training;" "Women in the World of Academic Health Sciences: What's Holding Us Back?" "Women in Academic Leadership: Has There Been Progress?" University of Minnesota. Minneapolis, MN.

Carnes, Molly. May 13, 2005. "Women in Academic Leadership: Has There Been Progress?" Keynote address at the Women Against Lung Cancer meeting. Orlando, FL.

Sheridan, Jennifer. May 19, 2005. "WISELI's Life Cycle Research Grant Program." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Sheridan, Jennifer. May 19, 2005. "Indicators and Dissemination: Question 2. What are the Outcomes of Institutional Processes of Recruitment and Advancement for Men and Women?" NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Carnes, Molly. May 19, 2005. "Insights from Social Science Research on Achieving Academic Awards and Honors: A Local and a National Example." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Carnes, Molly. May 19, 2005. "Converting Academic Staff to the Tenure Track at the UW-Madison: A Viable Strategy?" NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Handelsman, Jo. May 20, 2005. "Affecting Climate/Culture Change — Using Multiple Points of Entry in the Department of Kumquat Science." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Fine, Eve. May 20, 2005. "Working with Department Chairs: Enhancing Department Climate." NSF ADVANCE P.I. Meeting, National Science Foundation. Washington, D.C.

Zweibel, Ellen. June 2, 2005. "Dual Career Initiatives at U. Wisconsin ." Presented at the American Astronomical Society's annual meeting (session entitled "Institutional Solutions to the 'Two-Body Problem'"), Minneapolis, MN.

Handelsman, Jo. June 9-10, 2005. "Sex and Science." Howard Hughes Medical Institute New Investigator Training. Chevy Chase, MD.

Ford, Cecilia. June 11-16, 2005. "'Can I Make a Brief Comment on That': Reference and Social Organization In and Around an Extended Turn." Invited lecture for a symposium on Reference and Referential Form in Interactional Linguistics. Organized by the Nordic Research Board. Helsinki, Finland.

Ford, Cecilia. July 6-9, 2005. "Interactional Grammar and Managing a Meeting Contribution." Plenary address for the 15<sup>th</sup> Annual Meeting of the Society for Text & Discourse. Amsterdam, Netherlands.

Handelsman, Jo. July 11, 2005. "Diversity, Bias, and Change." Presentation to Harvard Deans' Retreat. Cambridge, MA.

Ford, Cecilia. July 25, 2005. "Women's agency and participation: Feminist research for institutional change." Presented for the *Symposium on Gender in Public Settings: Approaches to Third Wave Feminist Analysis* at the 14<sup>th</sup> World Congress of Applied Linguistics Conference. Madison, WI.

Carnes, Molly. October 17, 2005. "Women in Academic Leadership: Institutional Transformation Required" and "Advice From a Few Mistakes I've Made & Some Things I've

Done Right (workshop).” 8<sup>th</sup> Annual Professional Development Conference Focus on Health & Leadership for Women. University of Pennsylvania School of Medicine. Philadelphia, PA.

Carnes, Molly. October 21, 2005. “Women and Leadership: When Working Hard is Not Enough.” Wisconsin Women’s Health Foundation Rural Women’s Health. Madison, WI.

Handelsman, Jo. November 29, 2005. Roundtable discussion with faculty and administrators on women in science. Colorado State University. Ft. Collins, CO.

Handelsman, Jo; Molly Carnes; Jennifer Sheridan; Eve Fine; and Christine Pribbenow. Dec. 9, 2005. “NSF ADVANCE at the UW-Madison: Three Success Stories.” Poster presentation at the National Academies’ “Convocation on Maximizing the Potential of Women in Academic Science and Engineering,” Washington, DC.

Handelsman, Jo. January 11, 2006. “More Women in Science.” Presented at the Madison Chapter of TEMPO. Madison, WI.

Handelsman, Jo. February 9, 2006. “Boosts and Barriers to Women in Science.” Presented at Barnard College. New York, NY.

Sheridan, Jennifer. February 20, 2006. “Methodological Challenges in Measuring Institutional Transformation, Part II: The Limits of Quantitative Indicators.” Presented at the Annual Meetings of the AAAS. St. Louis, MO.

Handelsman, Jo. February 23, 2006. “Understanding Our Biases and Assumptions: Male and Female.” Faculty Seminar, Stanford University. Stanford, CA.

Sheridan, Jennifer. March 14, 2006. “Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees.” Presented at the Wisconsin Technical College System Leadership Development Institute. Madison, WI.

Sheridan, Jennifer. March 17, 2006. “Climate and Institutional Change: ADVANCE Efforts to Improve Departmental Climate.” Presented at the Committee on Institutional Change-Women in Science and Engineering (CIC-WISE) meeting. Chicago, IL.

Gunter, Ramona. April 3, 2006. “Men and Women Graduate Students’ Experiences in Two Plant Science Laboratories.” Presented at the Fort Atkinson Branch of American Association of University Women meeting. Fort Atkinson, WI.

Sheridan, Jennifer. April 7, 2006. “Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees.” Presented at the 10<sup>th</sup> Annual Absence of Color Conference. Blackhawk Technical College, Janesville, WI.

Carnes, Molly. April 22, 2006. “Gender Bias in Scientific Review: The Case of the NIH Pioneer Awards.” Institute for Research and Education on Women and Gender. Keynote address at the annual Graduate Student Conference. Buffalo, NY.

Ford, Cecilia. May 11-14, 2006. "Studying Turn Taking in Workplace Meetings as 'Interdisciplinary/Applied' Conversation Analysis." Presented at the International Conference on Conversation Analysis. Helsinki, Finland.

Ford, Cecilia. May 15, 2006. "Methods and Challenges in the Study of Language in Interaction." Seminar in the Department of Linguistics, Stockholm University. Stockholm, Sweden.

Sheridan, Jennifer. May 17, 2006. "Data Collection and Reporting: The NSF Indicators." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 17, 2006. "Lessons Learned from ADVANCE at the UW-Madison: What we wish we had known...." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Fine, Eve. May 18, 2006. "Climate Workshops for Department Chairs." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 18, 2006. "Vilas Life Cycle Professorship Program." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Carnes, Molly. May 18, 2006. Chair, "Engaging Senior Female Faculty" Roundtable. 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Sheridan, Jennifer. May 19, 2006. "Collection and Use of Climate Survey Data at the UW-Madison." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Pribbenow, Christine. May 19, 2006. "Using Evaluation Data to Affect Institutional Change." Presented at the 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Carnes, Molly. May 19, 2006. Discussant, "Institutionalization—Cross Site Findings of Institutionalization Workgroup" Panel. 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.

Fine, Eve and Jennifer Sheridan. May 17, 2006. "Searching for Excellence & Diversity—Training Workshops for Search Committees." Poster presentation, 5<sup>th</sup> Annual ADVANCE Institutional Transformation Principal Investigators Meeting. Washington, DC.



Sheridan, Jennifer. May 24, 2006. "Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees." Presented at the Wisconsin Association for Equal Opportunity's 29<sup>th</sup> Annual Spring Conference. Milwaukee, WI.

Carnes, Molly. June 19, 2006. "Gender Bias in Scientific Review: A Case Study of the NIH Pioneer Award." Annual meeting of the Graduate Women in Science. Madison, WI.

Handelsman, Jo. June, 2006. Workshop on Diversity. National Academies Summer Institute on Undergraduate Education in Biology. Madison, WI.

Sheridan, Jennifer. August 13, 2006. "Why Does ADVANCE Need Sociologists?" Presented at the Annual Meeting of the American Sociological Association. Montréal, Canada.

Handelsman, Jo. September 26-27, 2006. Briefing of Senators Kennedy and Murray's aides on "Beyond Bias and Barriers" report from the National Academies Committee on Maximizing the Potential of Women in Academic Science and Engineering. Washington, DC.

Sheridan, Jennifer. October 21, 2006. "Systemic and Institutional Barriers Women Face in Science and Engineering." Presented at the "Encouraging Success in Science and Medicine" Symposium. Madison, WI.

Handelsman, Jo. October 24. Briefing of NIH officials and the Women in Medicine committee on the "Beyond Bias" report. Bethesda, MD.

Handelsman, Jo. October 29-30. "Diversity." All-school assembly at Phillips Exeter Academy. Exeter, NH.

Handelsman, Jo. November 3, 2006. "Beyond Bias and Barriers: A Call to Arms about Women in Science." Cabinet 99 Symposium. Madison, WI.

Handelsman, Jo. November 10, 2006. "Best Practices and Gender Equity in the Academy." University of Lethbridge. Lethbridge, Alberta, Canada.

Sheridan, Jennifer. January 17, 2007. "Beyond Bias and Barriers." Zonta International. Madison, WI.

Sheridan, Jennifer. January 30, 2007. "Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering." Center for Demography & Ecology Training Seminar. Madison, WI.

## **WISELI in the Press:**

"Women in Science Get a Major Boost From NSF, UW-Madison." *Wisconsin Week*. October 19, 2001. <http://www.news.wisc.edu/6687.html>.

“Institute plans effort to boost women in science.” *Wisconsin Week*. March 26, 2002.  
<http://www.news.wisc.edu/7231.html> .

“Documentary Depicts Women in Science.” *Wisconsin Week*. February 24, 2004.  
<http://www.news.wisc.edu/9465.html> .

“NSF Program Working to Help Women Attain Leadership in Science and Engineering.” *UW-Madison College of Engineering Perspective*. Spring 2004.  
<http://www.engr.wisc.edu/alumni/perspective/30.3/PerspectiveSpr2004.pdf> .

“Working for Women.” *Wisconsin State Journal*. May 23, 2004.  
<http://www.madison.com/archives/read.php?ref=wsj:2004:05:23:373339:DAYBREAK> .

“Women in Medicine Said to Face Widespread Bias.” *Richmond Times Dispatch*. March 6, 2005.

“Gender, Attitude, Aptitude and UW: In the Wake of the Harvard President’s Comments, UW Women Take a Look at Their Own Campus.” *Wisconsin State Journal*. March 27, 2005.  
<http://www.madison.com/archives/read.php?ref=wsj:2005:03:27:410257:FRONT> .

“For Women in Sciences, Slow Progress in Academia.” *The New York Times*. April 15, 2005.  
<http://select.nytimes.com/gst/abstract.html?res=FA0912FE3A5A0C768DDDAD0894DD404482>  
.

“A Woman’s Place in the Lab: Harvard Studies Efforts to Boost Female Faculty at U-Wisconsin.” *The Boston Globe*. May 1, 2005.  
[http://www.boston.com/news/local/articles/2005/05/01/campus\\_strives\\_to\\_boost\\_female\\_faculty/](http://www.boston.com/news/local/articles/2005/05/01/campus_strives_to_boost_female_faculty/)  
/ .

“Women still face bias in science.” *Financial Times*. August 19, 2005.

“Women in Science: Climbing the Career Ladder.” Talk of the Nation, *National Public Radio*. August 26, 2005. <http://www.npr.org/templates/story/story.php?storyId=4817270>.

“The gender gap in science is shrinking at universities.” *St. Louis Post-Dispatch*. October 23, 2005.

“WISELI Survey to Analyze Quality of Worklife for UW-Madison Faculty.” *Wisconsin Week*. January 17, 2006. <http://www.news.wisc.edu/12040.html>.

“Looking Through the Glass Ceiling of Science: Women in Science and Engineering continue to Struggle for Equality.” *The McGill Daily*. March 13, 2006.  
<http://www.mcgilldaily.com/view.php?aid=4983> .

## Products Available to the Public:

“Study of Faculty Worklife at the University of Wisconsin-Madison.” Climate survey instrument and results <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/index.htm> .

“Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison.” Climate survey instrument. <http://wiseli.engr.wisc.edu/Products/academicstaffversion.pdf> .

“2006 Study of Faculty Worklife at the University of Wisconsin-Madison.” Climate survey instrument. <http://wiseli.engr.wisc.edu/Products/facultyversion06.pdf> .

“Enhancing Department Climate: A Chair’s Role. Resources.” Available online at: [http://wiseli.engr.wisc.edu/initiatives/climate/ALSWorkshop\\_Resources.doc](http://wiseli.engr.wisc.edu/initiatives/climate/ALSWorkshop_Resources.doc) .

“Searching for Excellence and Diversity: A Guide for Faculty Search Committee Chairs.” Available in PDF format online at: <http://wiseli.engr.wisc.edu/initiatives/hiring/SearchBook.pdf> , and also available for purchase for \$4.00 per book plus mailing costs by contacting [wiseli@engr.wisc.edu](mailto:wiseli@engr.wisc.edu).

“Reviewing Applicants: Research on Bias and Assumptions.” Brochure available online at: <http://wiseli.engr.wisc.edu/initiatives/hiring/Bias.pdf> , and also available in large quantities for 25¢/brochure plus mailing costs by contacting [wiseli@engr.wisc.edu](mailto:wiseli@engr.wisc.edu).

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**CALS Department Chairs/Deans**—10/28/2002, 1/26/2004, 12/1/2005, 1/23/2006  
**ENGR Department Chairs and Deans**—11/6/2002, 2/4/2004, 1/4/2006  
**Medical School Clinical Science Chairs**—10/14/2002, 3/9/2004, 1/10/2006  
**Medical School Basic Science Chairs**—10/8/2002  
**Medical School Retreat**—3/12/2005  
**Pharmacy Division Heads and Deans**—4/12/2004, 12/15/2005  
**SVM Department Chairs and Deans**—12/17/2002, 2/5/2004, 11/15/2005  
**L&S Natural Science Chairs**—11/18/2002, 9/20/2004, 12/19/2005  
**L&S (All) Department Chairs**—12/19/2005  
**SoHE Department Chairs and Deans**—2/23/2004  
**Education Department Chairs and Deans**—3/3/2004  
**Biological Science Deans**—12/16/2003  
**Graduate School Deans**—9/30/2004, 8/31/2005  
**University Committee**—2/14/2005  
**UW System AA/EEO Program Directors**—2/21/2005  
**Wisconsin Technical Colleges AA/EEO Officers**—10/14/2005  
**Council for Non-represented Classified Staff (CNCS)**—2/13/2006  
**Department of Plant Pathology**—12/4/2002  
**Women in Physical Sciences**—5/2003, 2/23/2004  
**Women in Engineering**—3/18/2004  
**University League**—11/24/2003  
**College of Engineering (CoE) Academic Affairs**—11/21/2003  
**CoE Equity & Diversity Committee**—4/14/2004  
**CoE Committee on Academic Staff Issues**—4/28/2004

**Committee on Women in the University**—2/18/2004, 1/12/2005,  
 11/9/2005, 12/13/2006  
**Women Faculty Mentoring Program**—9/19/2003  
**Plan 2008 Campus Resource Fair/Diversity Forum**—5/7/2002, 9/21/2006  
**Showcase**—4/3/2002, 4/5/2004  
**Women Faculty in Medical School**—3/11/2005  
**Academic Staff Executive Council**—3/6/2003, 3/5/2004, 2/25/2005  
**Office of Human Resources**—2/16/2005  
**WEMPEC**—2/11/2005  
**UW System EEO Officers**—4/13/2005  
**William S. Middleton Memorial VA Hospital**—3/17/2005, 4/26/2005  
**CIRTL/DELTA**—2/2/2005, 9/20/2005  
**UW Teaching & Learning Symposium**—5/24/2005, 5/17/2006  
**UW Foundation**—8/23/2005, 11/10/2005, 12/7/2005  
**WISELI Seminar**—10/20/2003, 11/17/2003, 2/16/2004, 3/22/2004, 11/10/2004,  
 12/8/2004, 3/9/2005, 9/22/2005, 11/10/2005  
**Provost Department Chair Training**—8/31/2006, 11/3/2006, 12/1/2006  
**L&S Equity & Diversity Committee**—12/15/2006  
**Women's Philanthropy Council**—4/26/2006  
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## ***IX. Quantitative Indicators of Activity and Progress***

(Available March, 2007.)

**WISELI Publications 2006:**

Sheridan, Jennifer; Patricia Flatley Brennan; Molly Carnes; and Jo Handelsman. 2006. "Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty." *Journal of Technology Transfer*. 31(3): 387-396.



# Discovering Directions for Change in Higher Education Through the Experiences of Senior Women Faculty

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**ABSTRACT.** The Women in Science and Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, an NSF-funded ADVANCE Institutional Transformation project, employed the "discovery interviews" method to characterize the experiences of senior women faculty in science and engineering on campus. This method allowed WISELI to reach its aims of (1) gaining information from senior women that would inform the programs developed by WISELI, and (2) building relationships among the senior women and WISELI. The discovery interview process also had some unintended consequences, including creation of an expectation of advocacy that exceeded the original intent of the project. This method was well-matched to the needs of WISELI as a change agent at the UW-Madison, and has contributed a great deal to its Institutional Transformation efforts, primarily by changing WISELI's perceptions of what leadership means to senior women faculty.

**Key Words:** Institutional change, senior women faculty, discovery interviews, women in science and engineering

**JEL Classification:** I23

## 1. Introduction

In 2002, the University of Wisconsin-Madison was one of the first nine sites to receive an ADVANCE Institutional Transformation (IT) award. Immediately, we formed a research center, the Women in Science & Engineering Leadership Institute (WISELI), to administer the research and initiatives outlined in the ADVANCE proposal. The term "Leadership" was very consciously included in our name in order to emphasize the target of our

research and interventions. Our goal is to turn the UW-Madison campus into a "living laboratory", where research and evaluation, and action, are closely intertwined to create new understandings of the lack of representation of women at the highest levels of academic science and engineering, as well as new solutions to address the problem. In its role as "change agent" (Greiner, 1967) for the UW-Madison, WISELI consciously uses research and evaluation inquiry as an intervention in the experiences of women faculty.

## 2. Senior women faculty

The ADVANCE IT program has a very broad goal, and a particular site might reach those goals in numerous ways. However, one group is singled out in the program solicitation as vitally important to achieving the ADVANCE program's goals—senior women faculty. As indicated in the program solicitation, "The underrepresentation of senior women faculty members is likely to affect women students' critical relationships with mentors, full participation as members of research and education teams, and self-identification as potential researchers." Furthermore, "There is increasing recognition that the lack of women's full participation at the senior level of academe is often a systemic consequence of academic culture." (ADVANCE Program Solicitation NSF 01-69, 2001). In this way, the ADVANCE IT programs are invited to place special emphasis on this group.

However, senior women faculty (i.e., full professors) in the sciences and engineering are generally a difficult-to-reach group. They are incredibly busy. Studies show that women faculty members devote more time to teaching, service, and advising than their male counterparts, and that senior

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women in particular are in high demand (Menges and Exum, 1983; Park, 1996; MIT Committee on Women Faculty, 1999; American Psychological Association, 2000; Hamrick, 2003, but see Bellas and Toutkoushian, 1999). They may not answer surveys with the same frequency as their more junior women colleagues (Women in Science & Engineering Leadership Institute, 2003). They tend to be isolated, often having been the only women in their departments, and are not always part of the usual communication networks within the organization (Etzkowitz *et al.*, 1994; Handley, 1994; Association of American Medical Colleges, 1996). Yet, finding a way to reach senior women is vital, as senior women would be the most knowledgeable about what structures within the University have hampered or facilitated their success, and which of these prevent other women from attaining the most senior positions. They would be able to articulate their motivations for taking on (or not taking on) more visible leadership roles. They could indicate those policies they would have found or now find most helpful to advancing their careers. If an ADVANCE IT program wishes to increase the numbers of all women in the faculty on their campus, understanding the needs and issues of senior women on campus is imperative.

### 3. Discovery interviews

At the University of Wisconsin-Madison, a first-round ADVANCE IT site, we used an approach we call "discovery interviews" to engage with this hard to reach, but critically important, group of senior women faculty in the sciences and engineering. In short, "discovery interviews" are confidential, structured conversations among peers used to both obtain and disseminate information. Our method is roughly modeled after the practice of Appreciative Inquiry (AI), which seeks to understand what is best about a system or organization in order to create a better future. What was most appealing about the Appreciative Inquiry approach is not only its positive focus on the possibilities for change, but its acknowledgement that the act of asking questions influences thinking and behavior (Hammond, 1996; Watkins and Mohr, 2001). We say our method was modeled "roughly" on AI, because not all of our questions focused on the positive; we did hope to uncover some of the negative experiences of and

barriers faced by our senior women faculty. Our discovery interview method similarly differs from focus groups or other qualitative methods primarily through use of peer interviewers rather than trained facilitators, our desire for information to flow both from the participants and to them, and our desire for some bonds to form between the interviewers and interviewees that last beyond the interview session.

In using this discovery interview method, we had two main aims: (1) to understand how senior women define their own career success, in order to *inform the programs* developed by the ADVANCE group, and (2) to *build relationships* by offering the senior women contacts and networks that might help their careers right now, hopefully leading to their "buy-in" to our institutional transformation efforts. Our goal was to engage the senior women not only with WISELI, but also with *each other*. We hoped to use the method itself as an active way to make institutional change, to give back to the senior women as they gave us their time and wisdom. Specific goals were articulated within these two broad aims:

- Introduce senior women to the UW-Madison ADVANCE project and its leaders;
- Understand the experiences of senior women;
- Find out what kinds of initiatives would be most helpful to senior women scientists and engineers in general;
- Gather information about what each senior woman would find helpful for her career right now;
- Obtain feedback about how the UW-Madison ADVANCE initiative can achieve its mission;
- Hear senior women faculty's views on how to encourage senior women to take on leadership positions;
- Gain knowledge of the kind of work each woman was doing and how to facilitate research collaborations among women faculty in different departments and schools who may not know one another; and
- Acknowledge and appreciate all of the accomplishments of our senior women faculty.

The specific aims of the senior women's initiative contribute to the goals of ADVANCE in several ways. A synergy exists between WISELI

and the senior women, for their goals and activities are mutually beneficial. As WISELI better understands how senior women define career success, we are more able to create institutional change likely to bring about that success. The success of senior women, in turn, helps WISELI achieve its goal of visible role models for students, postdoctoral fellows, and junior faculty already in the pipeline. Strengthening the success opportunities for senior women also contributes to retention of successful women, further enhancing the climate for women faculty on campus and encouraging more women to make their careers here. The importance of feedback between WISELI and the senior women is clear. WISELI cannot be successful without the support of senior women; senior women can benefit from the institutional change that WISELI is in a position to make. Using a method that capitalizes on these mutual benefits is paramount.

#### *Target population*

In order to issue invitations to our target population, we needed to define which female full professors in science and engineering met the needs of WISELI. Our ADVANCE grant has a focus on biological and physical sciences only, leaving out social sciences due to the size of our campus and the relative severity of the problems in biological/physical sciences versus social sciences. A complicating factor was deciding whether to invite women based on their departmental affiliation, or their research focus. One might find a faculty member who does biological science within a primarily social science department (e.g., some anthropologists are biologists) and vice versa (e.g., some industrial engineers are social scientists.) We decided to invite women who received tenure in the biological and physical sciences divisions at UW-Madison regardless of their home department. In fall of 2002, the number of women full professors at UW-Madison (minus the peer interviewers) meeting this definition was  $N = 79$ .

#### *Interviewers*

The UW-Madison is a very decentralized campus, well-known for its high reliance on shared

governance rather than top-down leadership from administrators. Because of this, and because we intended to ask the senior women faculty some intensely personal questions about their career experiences at the University, we chose four senior women in the sciences and engineering to facilitate the discussions—true peers of our target population. All of the interviewers pledged to keep the information uncovered in the interviews confidential—both in the letter of invitation, and during the interview itself. A staff member attended each interview meeting and took detailed notes.

#### *Gaining participation*

In the fall of 2002, we sent a formal one-page invitation via campus mail to all of the senior women who met our definition of “female full professor in the biological and physical sciences.” After that invitation was sent, the four faculty members who facilitated the discussions each invited a trusted friend or colleague to participate in the very first small-group meeting. This allowed us to pilot our format and protocol on a friendly audience. Throughout the fall of 2002, we ran small-group meetings until all of the women who accepted our first invitation were interviewed ( $N = 23$ ). We then sent an email invitation to the rest of the senior women, reiterating our desire to talk with them. We continued meeting with this second group of participants both in small-group ( $N = 9$ ) and individual ( $N = 7$ ) formats. Meetings were held between September 2002 and April 2003.

#### *Size of meetings*

We offered senior women faculty in the biological and physical sciences several ways to participate in our discovery interviews. We preferred that they take part in small groups with no more than four participants at any one meeting. This allowed for an intimate conversation, but one that covered most or all of the topics we proposed. We met in these small groups, but also did telephone conference calls and met with senior women individually in their own offices, if that worked better for them. We made every effort to accommodate the hectic schedules of our senior women faculty.

### *Conducting a discovery interview session*

We created a meeting agenda that roughly guided the conversation through a "getting to know you" phase, followed by a discussion of past career experiences, and then a discussion of future career goals (the agenda is reproduced in Figure 1.) Prior to each meeting, this agenda was sent to the senior faculty member who agreed to attend via email and if necessary, parking was arranged. Food and beverages were provided at each meeting, to give the meetings an informal and welcoming atmosphere. Though most meetings were attended by more than one of the senior women peer facilitators, usually one facilitator was chosen to lead the meetings, and the others mostly listened and commented sparingly. We opened each meeting promising the participants confidentiality, and

encouraged others at the table to respect the privacy of their colleagues around the table. The tone of the meetings was casual and friendly, but the agenda was usually strictly followed (although there was not always time to cover all of the questions on the agenda). Each discovery interview meeting lasted ninety minutes; we made every effort to end on time. At the end of each meeting, we asked the senior women to provide us with copies of their curriculum vitae, so that we might better get to know their research and have a copy on hand should important positions or award opportunities arise.

### *Research versus internal planning*

During the planning phase of this initiative, serious consideration was given to the question of

ICEBREAKER: You are probably the first woman to do something in your department or field--what are you "first" at?

TOPIC 1: What are your thoughts on women in science & engineering at UW-Madison overall?

- What things have enhanced your career? Hurt it?
- What do you know now that you wish you had known earlier in your career?
- What do you see as the biggest obstacles to increasing the participation and advancement of women academics in science and engineering?

TOPIC 2: What do you think WISELI can do for women in science & engineering at UW-Madison (in a perfect world where resources are unlimited?)

- What could WISELI do for \*you\*?
- What could WISELI do for younger women in science & engineering?
- Whom do you know on campus who is a role model of a woman leader with a balanced life?

TOPIC 3: Where do you see your career headed?

- Leadership roles?
- New research challenges?
- New teaching challenges?
- Have you ever considered a career change within your field or within the university? Do you know any other women faculty who have?
- We are hoping that by learning something about the research interests of UW-Madison women faculty in science & engineering, WISELI can facilitate interdisciplinary collaborations. Would you be willing to give us your CV for our files?

TOPIC 4: What would it take to get you or other senior women to take on visible leadership roles on campus?

- Why are these roles attractive, and why not?
- What motivates you to take on leadership roles/what motivates you to NOT take these roles?
- What does leadership mean to you?

Figure 1. Agenda for senior women small group meetings.

whether what we were planning to do was "research." We discussed whether we sought to collect data that would produce generalizable knowledge, or whether we wanted only to use the information for internal planning and design purposes. We balanced whether an internal "quality improvement" approach generated the same protection of individual confidentiality as that protected under a research protocol, while at the same time preserving an environment of trust and honesty that might be adversely impacted if we had asked the participants to sign a formal consent form. Ultimately, we decided that because the intended use of the information was for WISELI's internal use in developing new initiatives and creating personal relationships with senior women, that this did not fall under the purview of research. To ensure the confidentiality of the meetings and protect the identities of individuals, we included a statement about confidentiality in the invitation letter, addressed it at the beginning of each meeting, and took no tape recordings of any of the meetings.

#### *Cost of discovery interview method*

Considering the time of all senior faculty involved in the discovery interviews (interviewers and interviewees), staff time in arranging the meetings, and the costs of refreshments and parking, a lower bound for the costs of this procedure is approximately \$20,000.

#### **4. Outcomes of discovery interview process**

We interviewed almost half (49%,  $N = 39$ ) of the potential population of women full professors in the biological and physical sciences at UW-Madison using this method. Slightly more women in the physical sciences (e.g., physics, engineering, chemistry, math) responded than did women in biological sciences (e.g., biology, agricultural sciences). Of the women who attended meetings, most (82%) attended a group meeting, and the rest were interviewed either in their own offices or via conference call. An additional eight women responded positively to our invitation, but we were unable to coordinate the schedules of interviewers with the professors' busy schedules before the end of the

academic year. The notes taken during all of the meetings were compiled into a confidential report of the "themes" uncovered in the discovery interviews, available only to the four faculty interviewers and the ADVANCE IT staff.

How well were our initial aims met using these discovery interviews? The process led to several outcomes—both intended and unintended—that informed the UW-Madison ADVANCE IT project.

#### *Aim #1: Inform the programs developed by WISELI*

Our conversations with senior women were extremely helpful in setting the directions of WISELI's work. The rich characterization of the career aspirations, significant career milestones, salient facilitators for a successful career, and discovery of significant barriers to success for the senior women with whom we talked informed several WISELI initiatives and research studies. The problems encountered by the senior women are well-documented in literature exposing the sometimes negative experiences of women in academia and women in science, such as: lack of support, difficulties with the tenure process, lack of flexibility, issues relating to spouse and career, difficulties balancing work and family life, poor departmental climate, isolation, and feeling like a "second class citizen" (Ferber and Loeb, 1997; Etzkowitz *et al.*, 2000; Hornig, 2003; Rosser, 2004; Handelsman *et al.*, 2005; American Council on Education, 2005). The interviews provided us specifics within these general themes about the experiences of senior women faculty at the UW-Madison. The women also reported what had helped them achieve the success they had, including support from a mentor, professional activities, a positive climate, research collaborations, and an optimistic attitude. Again, the meetings provided rich detail within these general categories. With respect to leadership, they told us their views of the advantages and disadvantages of taking on formal leadership positions—why they declined to take such positions, and why they might pursue them. They also detailed those types of leadership that would most interest them. These details, combined with specific suggestions for actions WISELI could take to enhance the work experiences of women

16. Please indicate whether you have ever served on, or chaired, any of the following committees in your department.

Check NA if there is no such committee in your department.	Have you ever served on this committee?		Have you ever chaired this committee?		NA
	Yes	No	Yes	No	
a. Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Faculty search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Curriculum (graduate and/or undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Graduate admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Diversity committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Have you held any of the following leadership positions outside UW-Madison?

	Yes	No
a. President or high-level leadership position in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
b. President or high-level leadership position in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
c. Chair of a major committee in a professional organization or association?	<input type="checkbox"/>	<input type="checkbox"/>
d. Editor of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
e. Member of a national commission or panel?	<input type="checkbox"/>	<input type="checkbox"/>

19. 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

Source: Sheridan, J., Lottridge, S., Pribbenow, C.M., Benting, D., Handelsman, J., and Carnes, M. (2003). *Study of Faculty Worklife at the University of Wisconsin-Madison*. Madison, WI. wiseli.engr.wisc.edu/products.htm.

Figure 2. Survey questions on leadership inspired by discovery interviews.

faculty in the sciences and engineering, led to the following specific changes within the WISELI organization:

- *Changes to WISELI's perceptions of leadership.* An unexpected outcome of these interviews was a revision of the attitudes of WISELI's interviewing faculty in how senior women express leadership. The interviewers were senior women faculty themselves; they came into the conversations with ideas about the experience of senior women based on their own experiences in the academy. As the WISELI interviewers listened to the experiences and opinions of so many of their colleagues, their own ideas began to shift and broaden, to account for the many different experiences they heard during the discovery interview process. One striking change was a shift from looking for ways to get more women into formal leadership roles (e.g., dean, department chair), to finding ways to formally recognize and reward the kinds of leadership senior wo-

men are already exerting on campus (especially the additional mentoring and committee work many women report doing).

- *Awards initiative.* WISELI created a new initiative to stimulate academic leaders, and women themselves, to nominate women for academic awards and honors in a more systematic way. A product resulting from this work is a brochure entitled "Advancing Your Career through Awards and Recognitions: A Guide for Women Faculty in the Sciences & Engineering."
- *Additional survey questions.* WISELI implemented a climate survey for all faculty on campus, and after our conversations with senior women we included specific questions (see Figure 2) on leadership that addressed some of the topics raised in our discovery interviews. We are able to use these results to discover whether some of the leadership issues we discussed with the senior women were particular to women's experience, or are general to all senior faculty on campus regardless of gender.

- *Study of women's entrepreneurship.* The relative lack of entrepreneurial activity among our most accomplished women faculty, and their differing motivations for seeking patents and starting companies with their intellectual work, prompted WISELI to begin working with the Wisconsin Alumni Research Foundation, the patenting and licensing arm of the University of Wisconsin, to investigate the issue in more depth.

*Aim #2: Increase networking among senior women, acknowledge their accomplishments, and gain "buy-in" of senior women to WISELI's work*

The secondary aim of our discovery interviews was to build relationships—between senior women and WISELI and among the senior women themselves. The discovery interview method also was successful in helping us with this goal:

- *Creation of a network of senior women faculty in the sciences and engineering.* We remain in email contact with senior women separately from our other WISELI email lists, and frequently offer all senior women in biological and physical sciences the opportunity for leadership development when courses arise on campus or nearby. To date at least 13 different senior women have taken advantage of the workshops and training sessions offered. A network has also been created among the women themselves, as we know of at least one peer group that formed after our meetings, and at least one research collaboration that began as a direct result of the meetings. In addition, the senior women faculty continue to stay in touch with us. As we send out announcements, updates, or opportunities, we often receive friendly feedback. When women we met with come up against a career question, they feel free to contact us. Some of the women faculty have become directly involved in WISELI activities as a result of the meeting, volunteering to participate on a grant committee or facilitate our workshops.
- *Education regarding the goals of the ADVANCE IT project.* We used some time in

each discovery interview session to briefly outline the goals and projects undertaken by the ADVANCE IT team at the UW-Madison. The women we talked with understand the project, and bring us ideas and projects as they arise. Indeed, just inviting senior women to talk with us created these ties, as at least six women who did not respond to our discovery interview invitation have since contacted us with concerns and/or ideas for change.

- *Acknowledgement of women's accomplishments.* We intended to express our admiration for the many accomplishments of the women we talked to during the meetings; we did not expect that the women would be grateful to be asked for their input. Not only did they seem happy to have someone take an interest in their careers personally, but they also were appreciative that someone recognized all that they have to offer the University. We also discovered from some of the most senior women important institutional history about women in science and engineering.
- *Expectation for individual advocacy.* We were surprised to find that some senior women used the opportunity presented by the discovery interviews as a way to ask for help. Because senior women peers conducted the discovery interviews, a sense of trust and interest developed, which in turn brought forward the challenge and the opportunity for individual advocacy to resolve selected concerns.

#### *Other (unexpected) outcomes*

We cannot know whether our choice to treat the discovery interviews as an internal planning and design project, rather than treating them as research, was instrumental in gaining participation from the senior women. If it did, it was worth the limitations we imposed upon ourselves on how the information could be used. We chose to express publicly the consequences rather than the content of the meetings with senior women, unless the women themselves authorized the release of their stories (as in the cases where specific interventions were requested from WISELI leadership.) We have

used the information internally to start new initiatives, brainstorm new research ideas to test the validity of information obtained, and make personal connections where appropriate (e.g., mentioning a woman's name as chair for an important committee, suggesting a woman as a potential research collaborator, or providing suggestions of outstanding candidates for campus awards).

### 5. Contribution to institutional change

Using the discovery interview process to both explore career issues for senior women, and also to establish relationships with the senior women in science and engineering at the UW-Madison helped WISELI in its efforts to create change. Both aims of the senior women initiative were met by using these interviews to engage with senior women faculty: informing the work done by WISELI, and creating relationships among women faculty and WISELI. The process itself was instrumental in establishing WISELI as a change agent for women faculty at the UW-Madison. We intentionally used the approach of collecting information from senior women as a way to also intervene in their careers. This initiative opened the door to new networks, new relationships, and new ideas—on both sides of the interview table. Even women who did not participate in the interviews are included in this new network, engaging with us as a change agent simply because they know of our mission through our efforts to speak with them. The two-way interaction afforded in a peer-to-peer conversation was the key to our success. Surveys do not provide the kind of interpersonal connection enabled by these discovery interviews, and the usual interview format also does not induce this kind of two-way “bonding” to occur, as interviews tend to allow only for information to flow from the interviewee to the interviewer. The innovation of using *peers* to conduct the interviews was especially important. Shared experiences and mutual respect allowed for the level of trust necessary to draw out the stories of senior women colleagues.

While the discovery interview process was decidedly helpful to WISELI in creating change at the UW-Madison, it might have been even more successful if we had a more formalized model of

institutional change in place as we designed the initiative. Upon reflection, we realize that the senior women we talked with had varying levels of interest and understanding in the issues for women faculty in the science and engineering fields. Had we been more deliberate about theorizing the institutional change process, we could have directed our efforts and our resources toward not only bringing the scholarship about women in academic science and engineering to our senior women (who are often unaware of the literature), but also better understanding how changing the experience of senior women will help move the institution toward change (Carnes *et al.*, 2005).

Another limitation of this method is that self-selection of participants may limit the types of details uncovered in the meetings. The method is designed to both receive input from an important but hard-to-reach group, and also to forge relationships with the individuals in the group. The ideas and needs of the women who did not participate may be different from those who did, and WISELI leaders considered how aggressively to pursue those who did not respond to our two requests to meet. We stopped the meeting requests after two rounds because (1) having met with almost half of the women, we were fairly confident that the work derived from the conversations had a firm basis in the experiences of the senior women, and (2) the ideas for programs and research, and the individual advocacy work begun as a result of the first 39 meetings, more than filled up the work agenda of WISELI. Finally, a major goal of the initiative was to create relationships among WISELI and senior women; this is only possible for those who desire such ties. We thought that badgering such a busy and in-demand group of people for meetings would be counterproductive to the goals of WISELI.

### 6. Conclusions

To transform an academic institution to be a more friendly, welcoming place to its women scientists and engineers is a difficult task, and one for which there is no roadmap. How will we know when we have succeeded? One might look for parity in numbers, resources, or other such quantifiable results. But “parity” or “equality” between men



and women faculty is not necessarily the goal for which ADVANCE IT programs should strive—*equity* is perhaps a better goal. Yet, if men and women faculty have different measures of success and different career goals, then it is difficult to know when equity has been achieved.

At the UW-Madison, WISELI undertook an initiative to understand the career successes of its women faculty, in order to design better interventions to increase the numbers of women at the highest levels of academic science and engineering. WISELI leaders intend to design programs that reflect what the senior women said was needed and to avoid imposing their own vision of “success” onto the population that they serve. The process of “discovery interviews” enabled WISELI to accomplish several important goals:

1. Understand how senior women at UW-Madison define their own career success, and articulate their future visions of success;
2. Gain advice from senior women on those areas of intervention which would be of most help to them; and
3. Create new networks to decrease isolation of senior women, thus improving their workplace climate.

Perhaps the single most important thing we did to achieve these goals was to use *peers* to conduct the interviews. The use of senior women in biological and physical sciences as discussion leaders was important because:

1. Senior women were more likely to respond to a request from a peer than from someone of lower status;
2. A sense of trust and understanding developed quickly because of shared experiences; and
3. The benefits for the senior women who participated in discovery interviews were readily apparent to the participants because they were speaking with interviewers who were recognized campus leaders.

Although special challenges were also presented because we used peers rather than outside interviewers or facilitators to conduct these sessions (e.g., expectation of individual advocacy for some attendees; preconceptions of interviewers based on

past experiences)—these “challenges” were actually opportunities in disguise. Some of WISELI’s most important work has been done behind the scenes, resolving the issues brought forward in these meetings and changing our ideas of how best to help senior women meet their career goals. Indeed, our work of transforming the University of Wisconsin-Madison has been enhanced because our discovery interviews with senior women faculty transformed *us*.

### Acknowledgments

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**WISELI Publications 2006:**

Carnes, Molly. 2006. "Gender: macho language and other deterrents." Letter to the Editor. *Nature*. 442:868.

## Gender: missing the prizes that can inspire a career

SIR — I congratulate Ben A. Barres on his excellent Commentary “Does gender matter?” (*Nature* **442**, 133–136; 2006). I was struck by the paucity of female plenary lecturers at the Bioscience 2006 meeting of the UK Biochemical Society. Spurred on by Barres’s comment that too few women academics speak out against prejudice, I decided to do a little research on the matter.

There have been three meetings of the Biochemical Society in the new annual meeting format (Biosciences 2004, 2005 and 2006) and at these 1 of 10, 0 of 10 and 0 of 7, respectively, of the plenary lectures were given by a woman. Some of these plenary lecturers were recipients of prizes and medals, and I was so shocked by these statistics that I made a rough count of the proportion of women who have received these prizes over the years, as published on the society’s website at [www.biochemsoc.org.uk](http://www.biochemsoc.org.uk). Recipients’ initials, rather than first names, are given, so I may conceivably have misattributed the male gender to some of the earlier names.

The prizes include the annual Colworth medal, given to a promising scientist under 35: only one has been awarded to a woman, out of 44 recipients, between 1963 and 2007. The statistics for the other prizes, up to 2007, are the Novartis medal, 2 of 39; Jubilee lecture, 1 of 23; Wellcome Trust award for research in biochemistry related to medicine, 1 of 11; AstraZeneca prize, 1 of 5; Frederick Gowland Hopkins memorial lecture, 0 of 24; Keilin memorial lecture, 0 of 21; Morton lecture, 0 of 14; Biochemical Society medal, 0 of 3; and GlaxoSmithKline medal, 0 of 2. This translates into 3.2% of the prizes being given to women, a truly lamentable record.

Furthermore, the statistics have not improved. In the past ten years, none of the Colworth medals has been awarded to women — and it is prizes such as these, given to scientists early in their career, that influence their future success. The results speak for themselves: that people will always give prizes to others in their own image, unless forced to take sexual and racial bias into account. I wonder if the record of other scientific societies is much better in this regard.

I should also point out that UK Biochemical Society meetings are supported by funds from the Biotechnology and Biological Sciences Research Council and by the European Molecular Biology Organization. Why do research funding bodies not assert leverage on this matter, by insisting that sexual and racial bias in

speaker selection must be addressed at any meeting for which their financial support is given?

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## Gender: macho language and other deterrents

SIR — In the Commentary article “Does gender matter?” (*Nature* **442**, 133–136; 2006), Ben A. Barres cites our article pointing out that the first round of the US National Institutes of Health (NIH) Pioneer awards was carried out in a way that would have predicted a bias against selection of women (M. Carnes *et al.* *J. Womens Health* **14**, 684–691; 2005). Indeed, no women were selected in the first year, so when 43% of the second year’s winners were women we examined the process again to see what had changed.

We identified several differences, including changes made by the NIH, that would predict a decrease in the activation of automatic gender stereotypes that may have discouraged women from applying and disadvantaged women applicants in the first round.

First, a reduction in the number of applicants (from 1,300 to 840) and greater familiarity with an application process that was no longer new may have reduced time pressure on the reviewers.

Second, the NIH removed the repeated mention of the need for applicants to engage in ‘high-risk’ research; we believe that this terminology encouraged male and discouraged female applicants. Similarly, the emphasis on ‘intrinsic’ leadership abilities and ‘potential’ of the scientist was removed, in favour of an emphasis on the scientist’s research.

Third, there was a much higher proportion of women in the applicant pool, which may have been related to the change in language (26% in phase 1 and 35% in phase 2 in 2005, compared with 20% and 10% in 2004). There was also a greater proportion of women on the review panel: 44% in 2005, compared with 6% in 2004.

Fourth, the presence of accomplished women scientists on the review committee provided a positive role model for applicants.

Finally, women were specifically encouraged to apply — a particularly significant factor in the context of the outcry in the scientific community following the absence of women in the first round.

We applaud the NIH for taking an evidence-based approach. Regardless of the gender composition of the group selected in the forthcoming third round, removal of conditions that are known to activate

automatic gender stereotypes ensures that the best science will be supported, regardless of the sex of the scientist.

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See *Nature* **442**, 510 (2006) for other letters on this topic. Readers are encouraged to add their comments on the Nature News Blog at: [http://blogs.nature.com/news/blog/2006/07/does\\_gender\\_matter.html](http://blogs.nature.com/news/blog/2006/07/does_gender_matter.html)

## A positive definition of prokaryotes

SIR — In his Concepts essay, Norman R. Pace argues that the concept of prokaryotes is misleading and proposes that the word ‘prokaryote’ be banned from the scientific literature<sup>1</sup>. We disagree.

Pace contends that the term prokaryote refers to the lack of a nucleus and that it is hence a “negative and therefore scientifically invalid description” of cell organization, because “no one can define what is a prokaryote”. The former is a matter of opinion, and the latter is arguably incorrect.

Prokaryotes are cells with co-transcriptional translation on their main chromosomes; they translate nascent messenger RNAs into protein. The presence of this character distinguishes them from cells that possess a nucleus and do not translate nascent transcripts on their main chromosomes<sup>2</sup>. Although historically founded on a negative trait (lacking a nucleus), the term prokaryote does indeed specifically designate organisms that are defined by a positive character.

Pace proposes that we should speak only of archaea and bacteria instead of prokaryotes, and that if a collective term is needed to designate those cells that are not eukaryotes, the term ‘microbe’ should be used. That suggestion, too, is unacceptable, because many eukaryotes are microbes.

Regardless of what any gene tree might suggest and regardless of what anyone might believe about early evolution, modern cells lacking spliceosomal introns and spliceosomes<sup>2</sup>, a nucleus, and mitochondria<sup>3</sup> do possess transcriptionally coupled translation — they are prokaryotes<sup>4</sup>.

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## **WISELI In the Press**

## WISELI survey to analyze quality of work life for UW-Madison faculty

Jan. 17, 2006

by Daniel Uttech

Mahatma Gandhi once instructed others to “be the change you want to see in the world.” This spring, the **Women in Science and Engineering Leadership Institute** (WISELI) is offering UW faculty to be that change. In collaboration with the UW Survey Center, WISELI is releasing a questionnaire to gauge the quality of work life for faculty on campus and how well WISELI’s interventions have been received.

“This is their chance,” WISELI co-director Molly Carnes says. “If they’ve participated in something and they think it’s great, they can say that. If they’ve participated in something that they think was a complete waste of time, they can say that.”

Faculty should be reassured that their honest comments are confidential. However, to make the survey work, faculty and staff will need to reveal in which department they work.

“We ask for department because we’re interested in departmental climate,” WISELI research director Jennifer Sheridan says.

When the results of the survey, which has been approved by the Institutional Review Board and the survey center, are released, they will be clear of all identifiers. To see previous WISELI survey results, read the 2003 study of faculty work life at <http://wiseli.engr.wisc.edu>. The 2003 survey was administered to gain an understanding about the quality of work life at UW-Madison. The 2006 survey is quite similar, although it now hopes to gauge the quality of work life after WISELI’s interventions have taken place.

“This survey will allow us to determine which of our interventions have been most successful,” says Carnes, who is also a Jean Manchester Biddick Professor of Women’s Health Research. “And so in times of scarce resources, this allows us to take an evidence-based approach and invest our resources into initiatives that work.”

The survey comes at a crucial time, as WISELI’s resources are about to become more scarce. WISELI is entering its fifth year of a nonrenewable five-year grant. The grant is a National Science Foundation (NSF) ADVANCE Institutional Transformation award. ADVANCE grants help to increase the participation and advancement of women in academic science and engineering careers.

Fortunately, one WISELI program has already received support beyond the grant. In its first year, WISELI attempted to meet with every tenured woman professor on campus and held several town hall meetings to assess priorities. The Vilas Life Cycle Professorship, now supported by the Vilas Trustees, was created by WISELI after WISELI officials saw a definite need to help people balance work life and family. The Vilas Life Cycle grant is awarded to individuals involved in personal crises that jeopardize their research.



Co-directors of the Women in Science and Engineering Leadership Institute (WISELI) Jo Handelsman, right, professor of plant pathology, and Molly Carnes, professor of women's health research, sit in Handelsman's lab as they discuss a survey designed to gauge the quality of work life for faculty at UW-Madison. Findings from a similar study in 2003 led WISELI to develop a series of seminars to improve search committees, lab management and the management of academic departments.

Photo: Michael Forster Rothbart

"We wanted to show that the University of Wisconsin was really invested in a whole human and wanted to help an individual's research career no matter what it took," Carnes says. "Sometimes in the course of a life, unforeseen personal things happen that put your career in jeopardy, even though you're still a potential Nobel laureate."

Other WISELI programs include its seminar series, climate workshops for department chairs, workshops for search committee chairs, workshops on laboratory management and mentoring. After the first survey in 2003, WISELI officials realized that these programs needed to be put into place to help improve workplace climate. In some cases, WISELI staff members have provided mentoring for individual women on campus.

"We found the cases were so serious we were at risk of losing extremely successful and eminent scientists," WISELI co-director and Howard Hughes Medical Institute professor Jo Handelsman says. "It was important for us to help them, and [WISELI] played a strong role for women."

WISELI researcher Eve Fine adds, "For everybody, the survey in 2003 brought to life issues that they were not aware of or they were not aware of the extent of the degree to which departmental members saw that as a problem."

The climate workshops brought department chairs together to discuss climate, understand climate from others' perspectives, discuss survey results and address how planning, leadership and decision-making styles affect departmental climate. The search committee workshops help chairs to recognize the influence of unconscious gender bias and assumptions in hiring and how to bring in the broadest pool of candidates.

"It was very gratifying to see chairs share ideas and help each other," Handelsman says. "It was great to see chairs from different departments brainstorming together, creating great ideas."

The climate and search committee workshops and other WISELI programs will be under the microscope as the survey is released. If the survey reveals evidence toward an increase in the quality of work life, WISELI will be looking for a way to continue those programs as the NSF grant expires.

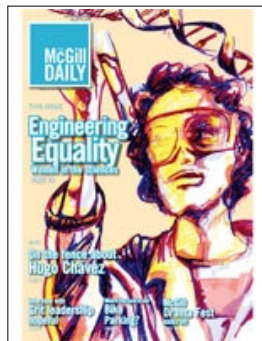
"Are the new faculty members coming in more satisfied with being a faculty member than those in the past? If so, we can continue those programs that deal with new faculty. And if we can show that these interventions, which were designed to improve the climate for women, are improving the climate for everybody, that'd be great. That's been our goal all along," Sheridan says. "[The survey] is an opportunity for faculty to have a say in what programs are out there."

For more information about WISELI and its programs or the survey, contact Jennifer Sheridan at [sheridan@engr.wisc.edu](mailto:sheridan@engr.wisc.edu) or 263-1445. The survey will be mailed on Monday, Jan. 23.



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## Looking through the glass ceiling of science

### Women in science and engineering continue to struggle for equality

By Rosie Aiello and Mohit Pramanik  
*Science+Technology Writers*

Last summer, Harvard President Larry Summers stirred a hornet's nest. In a private conference, he attributed the paucity of female participation in the sciences and engineering to innate differences between men and women.

Summers pointed to discrimination, the inability of women with children to work for more than 80 hours a week, and the observation that boys tend to perform better than girls in high school engineering and science tests.

These comments resulted in widespread protests and ridicule from scientists the world over. In June 2005, Larry Summers resigned.

In the 4,000 years that women have been involved in science, they have contributed widely to fields as varied as astronomy, genetics, medicine, mathematics, and radiology. Thanks to these avant-garde scientists, it is much easier for women today to have successful science careers.

#### Disciplines of disparity

Despite women's incredible contributions to science, sexism remains entrenched in the discipline. Jennifer Sheridan is the



Marginalized and excluded: female scientists don't have it easy.

*Teisha Roggiero for The McGill Daily*



Executive Director and Research Director of the Women in Science and Engineering Leadership Institute (WISELI), at the University of Wisconsin-Madison. She has experienced gender bias first-hand in the world of science and technology, as a Mathematical and Computational Science major at Stanford University and as a programmer for IBM.

“Many fewer of the younger women entering the professoriate in the sciences have the distinction of being the ‘first’ anymore. Other women have already blazed those trails, so there is less pressure on the younger women to succeed for all women,” said Sheridan.

“However, I don’t believe it is any easier for women to attain the highest administrative positions. Certainly, we are seeing more women in these positions, but that doesn’t make it any easier for the individual woman trying to get there.”

Women and men are rarely treated equally in leadership roles. Evidence consistently shows that high competence is related to low likeability in women but not in men. Due to their positions, many high-ranking women experience derogatory remarks.

For example, certain attributes such as competitiveness, aggressiveness, and ambition – which are seen as positive qualities in a man – are given negative connotations when ascribed to a woman. These differences provide clear evidence for gender-based double standards in the working world.

If women are taught that they are less capable than males, they are less likely to pursue high positions in any discipline, according to Dr. Rima Rozen, a professor of Human Genetics and Pediatrics at McGill, Scientific Director at Montreal Children’s Hospital, and Deputy Scientific Director at the McGill University Health Centre.

“It’s about confidence,” she said.

A Massachusetts Institute of Technology (MIT) study evaluated the status of the female faculty members in its School of Science. It found that many tenured women at MIT feel marginalized and excluded, and that this increases as they progress through their careers. The percentage of women faculty in the School of Science, which is currently eight per cent, has not changed significantly in at least the last ten – and probably the last 20 – years.

“Examination of data revealed that marginalization was often accompanied by differences in salary, space, awards, resources, and response to outside offers between men and women faculty, with women receiving less despite professional accomplishments equal to those of their male colleagues,” said the MIT study.

This study spurred changes in the MIT science faculties – such as new hiring practices, and also brought these issues into question at other institutions. Other studies have shown that women are rated lower than men for promotion, hiring probability, and income.

### **Let them have blocks**

Sheridan recalled her old, male mathematics professor at

Stanford telling her that girls like her didn't belong in his math class. Such comments can partially explain why there are only 33 women Nobel Prize winners as opposed to 725 male laureates.

While female mathematicians are relatively common today, female engineers continue to be rare. McGill's Department of Chemical Engineering's faculty is 75 per cent male, and women fill only five per cent of full-time engineering positions.

Sheridan attributes this to our culture and to the way engineering departments sell themselves to students.

"First, our culture has for a long time believed that math and science are male domains. Girls who are good at math and science are decidedly 'uncool,' and are subtly – and sometimes not so subtly – steered away from these disciplines," she said.

"Engineering in particular advertises itself in a way that seems designed to pull in men and not women – [using] robots, cars, bridges."

Dr. Rozen believes the lack of women in engineering and the physical sciences may also be a result of their upbringing in the early stages of development.

"Engineering does not emphasize the benefits to society that accrue from the discipline, the way that biological fields do. A woman raised in our society will gravitate toward jobs that 'help people' because that's what women are socialized to want to do," said Rozen.

"Women who are good at math and science can easily see how a career in health sciences or biology 'helps people' – after all, doctors help people by curing disease. But how do engineers help people? That link is less clear, and engineering has done a poor job of making it explicit."

According to many experts, if children are given dolls, they will learn to nurture, which may be why we see a majority of females in fields such as pediatrics and health sciences on the whole. But give little girls blocks and cars to assemble and dismantle, and more will be inclined to be engineers.

### **The science of women**

A discrepancy also exists between women in undergraduate science faculties and those who go on to complete a doctorate degree in these same fields. According to the U.S. National Science Foundation, women constitute over half of the recipients of undergraduate science degrees. However, less than a third of all doctorate degrees in science are received by women.

Dr. Rozen attributes this inconsistency to life choices.

"As a female scientist [who wants to raise a family], compromise is very important," she said.

To achieve a workable balance, one might have to sacrifice a more important and time-consuming position. However, Dr. Rozen thinks that it is possible to have a fulfilling life both at home and at work, thanks to increasing flexibility for both maternity and paternity leave, and greater availability of daycare

options.

“A woman that is happy in her career is more likely to be happy at home,” she said.

However, a mindset still exists that women cannot do both and that the professional woman must separate herself from her family. Dr. Rozen believes the opposite is true, although it can take dedication, cooperation, and time management skills to achieve.

While, in the past, women were willing to mould themselves into the male model of a successful scientist, they are less willing to do so now. This dualistic lifestyle is creating conflict in the workplace.

“Women are performing science more in the way that they feel comfortable doing it as women, and this is causing problems in the academy as communication styles clash, child-bearing and child-rearing collide with traditional processes of promotion and tenure, and new fields of interest to women are deemed suspect or less scientific by the men in the academy,” Sheridan said.

“At this point, the status of women in science is improving only to the extent that science is changing to accept a new version of what a scientist is.”

It is unacceptable that women continue to experience gender-based discrimination and inequality, particularly in the fields of science and engineering which so often strive for objectivity. Hopefully the next big breakthrough in science will be equality.

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## **WISELI Products and Resources**

“2006 Study of Faculty Worklife at the University of Wisconsin-Madison.” Climate survey instrument.

<http://wiseli.engr.wisc.edu/Products/facultyversion06.pdf> .

# Study of Faculty Worklife at the University of Wisconsin-Madison

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2006



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

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PLEASE RETURN THIS COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED TO:

UNIVERSITY OF WISCONSIN SURVEY CENTER  
1800 University Avenue, RM 102  
Madison, WI 53726

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## 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 into a faculty position at UW-Madison to answer the following questions.

1. Were you hired into a faculty position at UW-Madison since January 1, 2003?

- ☐ a. Yes —→ **Go to question 2**  
☐ b. No —→ **Go to question 5**

2. 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.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	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/mentor 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

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

- |  |  |
|--|--|
| <input type="checkbox"/> a. Prestige of university                     | <input type="checkbox"/> i. Support for research/creative activity |
| <input type="checkbox"/> b. Prestige of department/unit/lab            | <input type="checkbox"/> j. Salary and benefits                    |
| <input type="checkbox"/> c. Geographic location                        | <input type="checkbox"/> k. Colleagues in department/unit/lab      |
| <input type="checkbox"/> d. Opportunities available for spouse/partner | <input type="checkbox"/> l. Climate of department/unit/lab         |
| <input type="checkbox"/> e. Research opportunities                     | <input type="checkbox"/> m. Climate for women                      |
| <input type="checkbox"/> f. Community resources and organizations      | <input type="checkbox"/> n. Climate for faculty of color           |
| <input type="checkbox"/> g. Quality of public schools                  | <input type="checkbox"/> o. Quality of students                    |
| <input type="checkbox"/> h. Teaching opportunities                     | <input type="checkbox"/> p. Other, please explain: _____           |

4. What factors, if any, made you hesitate about accepting a position at UW-Madison? \_\_\_\_\_

\_\_\_\_\_

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## The Tenure Process at UW-Madison

5. Please check the appropriate box:

- ☐ a. I am clinical or CHS faculty —→ **Go to question 12**  
☐ b. I am untenured —→ **Go to question 6**  
☐ c. I first received tenure at a university other than the UW-Madison —→ **Go to question 12**  
☐ d. I first received tenure at UW-Madison after January 2003 —→ **Go to question 6**  
☐ e. I first received tenure at UW-Madison prior to January 2003 —→ **Go to question 12**

6. Do you currently have tenure? ☐ a. Yes ☐ b. No

7. In what year did you receive tenure, or do you expect to be considered for tenure? \_\_\_\_\_

8. 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.	The requirements/standards for tenure (e.g., level of scholarship, teaching requirements, and service requirements) are reasonable.	1	2	3	4	NA
d.	I receive/d feedback on my progress toward tenure.	1	2	3	4	NA
e.	I feel/felt supported in my advancement to tenure.	1	2	3	4	NA
f.	I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
g.	I was told about assistance available to pre-tenure faculty (e.g., workshops, mentoring).	1	2	3	4	NA
h.	My senior advisor/mentor committee is/was very helpful to me in working toward tenure.	1	2	3	4	NA
i.	I have received mixed messages about the requirements for tenure from senior colleagues.	1	2	3	4	NA
j.	I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA
k.	Tenure decisions are based primarily on performance, rather than on politics, relationships or demographics.	1	2	3	4	NA

9. Have you ever wanted or ever had cause to extend your tenure clock at UW-Madison?

☐ a. Yes → **Go to question 10**

☐ b. No → **Go to question 12**

10. Have you ever extended or reset your tenure clock at UW-Madison?

☐ a. Yes → **Go to question 11**

☐ b. No → Why not? \_\_\_\_\_ → **Go to question 12**

11. If you extended or reset your tenure clock at UW-Madison, how supportive was your department? *Circle one.*

Extremely Supportive  
1

Generally Supportive  
2

Generally Unsupportive  
3

Extremely Unsupportive  
4

## Professional Activities

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

12. a. On average, how many hours per week do you work? \_\_\_\_\_ hours per week

b. How many hours per week during the academic year? \_\_\_\_\_ hours per week

c. How many hours per week during summer months? \_\_\_\_\_ hours per week

d. Appointment type: ☐ a. 12-Month ☐ b. 9-Month ☐ c. Other

**13. 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 have sufficient office space.	1	2	3	4	NA
d.	I have sufficient laboratory/studio space.	1	2	3	4	NA
e.	I receive enough internal funding to conduct my research.	1	2	3	4	NA
f.	I receive the amount of technical/computer support I need.	1	2	3	4	NA
g.	I have enough office support.	1	2	3	4	NA
h.	I have colleagues on campus who do similar research.	1	2	3	4	NA
i.	I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
j.	I have sufficient teaching support (including T.A.s).	1	2	3	4	NA
k.	I have sufficient clinical support.	1	2	3	4	NA

**14. Do you currently collaborate, or have you collaborated *in the past three years*, on research with colleagues...**

Check all that apply.		Currently collaborate?		Collaborated in the past 3 years?	
		Yes	No	Yes	No
a.	In your primary department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Outside your department, but on the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Off the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. Please indicate whether you have ever served on, or chaired, any of the following committees in your department *in the past three years*.**

Check all that apply. Check NA if the statement does not apply to you.		Served in past 3 years?		Chaired in past 3 years?		NA
		Yes	No	Yes	No	
a.	Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Faculty search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Curriculum (graduate and/or undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Graduate admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Diversity committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. Please indicate whether you currently hold, or have held *in the past three years*, any of the following positions on the UW-Madison campus.**

Check all that apply.		Currently hold?		Held in the past 3 years?	
		Yes	No	Yes	No
a.	Assistant or Associate Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Assistant or Associate Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Director of center/institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Section/area head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Principal Investigator on a research grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Principal Investigator on an educational grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Other, please explain: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



17. Have you held any of the following leadership positions outside UW-Madison *in the past three years*?

<i>Check all that apply.</i>	Yes	No
a. President or high-level leadership position in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
b. Executive board member in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
c. President or high-level leadership position in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
d. Executive board member in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
e. Chair of a major committee in a professional organization or association?	<input type="checkbox"/>	<input type="checkbox"/>
f. Editor of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
g. Editorial board member of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
h. Member of a national commission or panel?	<input type="checkbox"/>	<input type="checkbox"/>

18. 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

19. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit? Please answer using the department or unit that you consider to be your primary department or unit.

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	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 chair.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g. I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.	1	2	3	4
h. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
i. In my department, I feel that my research is considered mainstream.	1	2	3	4
j. I feel that my colleagues value my research.	1	2	3	4
k. I have to work harder than my departmental colleagues to be perceived as a legitimate scholar.	1	2	3	4
l. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
m. I feel like I "fit" in my department.	1	2	3	4
n. I feel isolated in my department.	1	2	3	4
o. I feel isolated on the UW campus overall.	1	2	3	4

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	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 have a voice in how resources are allocated.	1	2	3	4
c. Meetings allow for all participants to share their views.	1	2	3	4
d. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
e. My department chair involves me in decision-making.	1	2	3	4

21. At UW-Madison, **climate** is defined as the following:

*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect (Campus Climate Network Group, 2002).*

On a scale from 1 (very negative) to 5 (very positive), please rate the climate in your primary department. *Circle one.*

Very Negative	Negative	Mediocre	Positive	Very Positive
1	2	3	4	5

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## Satisfaction with UW-Madison

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

22. How satisfied are you, in general, with your job at UW-Madison? *Circle one.*

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

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

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

24. If I had it to do over again, I would accept my current position. *Circle one.*

Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1	2	3	4

25. If a candidate for a tenure-track faculty position asked you about your department as a place to work, you would: *Check one.*

- ☐a. Strongly recommend your department as a place to work.
- ☐b. Recommend your department with reservations.
- ☐c. Not recommend your department as a place to work.

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 considered leaving UW-Madison in the past three years?

- ☐a. Yes —→ **Go to question 29**
- ☐b. No —→ **Go to question 32**

29. How seriously have you considered leaving UW-Madison? *Circle one.*

Not very seriously	Somewhat seriously	Quite Seriously	Very seriously
1	2	3	4

30. What factors contributed to your consideration to **leave** UW-Madison? \_\_\_\_\_

31. What factors contributed to your consideration to **stay** at UW-Madison? \_\_\_\_\_

## Institutional and Departmental Climate Change

*If you were first hired at UW-Madison after January 2003, please go to items 35-36 on the next page.*

The UW-Madison is continually working to improve the working, teaching, and learning climate for all University employees and students. We are interested to know to the extent to which you have seen or experienced change in the following areas *in the past three years*.

- 32.** Since January 2003, how has the climate changed, if at all, for the following individuals or areas? See item #21 for a definition of “*climate*.”

Circle one number on a scale of 1 to 5 for each statement.	Significantly More Positive 1	Somewhat More Positive 2	Stayed The Same 3	Somewhat More Negative 4	Significantly More Negative 5	Don't Know
a. For me personally on campus	1	2	3	4	5	DK
b. For me personally in my department	1	2	3	4	5	DK
c. For other faculty in my department	1	2	3	4	5	DK
d. For staff in my department	1	2	3	4	5	DK
e. For women faculty on campus	1	2	3	4	5	DK
f. For women staff on campus	1	2	3	4	5	DK
g. For faculty of color on campus	1	2	3	4	5	DK
h. For staff of color on campus	1	2	3	4	5	DK
i. On the UW-Madison campus, overall	1	2	3	4	5	DK

- 33.** If you believe climate has changed in one or more of these areas, to what do you attribute these changes?

- 34.** Please indicate your skill levels in each of the following areas as they were in Spring 2003, and as they are now.

Circle one for 2003 <b>and</b> one for 2006.	Spring Semester 2003			Spring Semester 2006		
	No Skill 0	Some Skill 1	High Skill 2	No Skill 0	Some Skill 1	High Skill 2
a. Creating a welcoming environment for faculty and staff in my department.	0	1	2	0	1	2
b. Treating others in my department collegially.	0	1	2	0	1	2
c. Recognizing how my actions affect others.	0	1	2	0	1	2
d. Establishing search procedures to ensure the equitable review of candidates.	0	1	2	0	1	2
e. Establishing search procedures to ensure the equitable hiring of candidates.	0	1	2	0	1	2
f. Creating a welcoming environment for new hires.	0	1	2	0	1	2
g. Mentoring junior faculty.	0	1	2	0	1	2
h. Increasing the visibility of women at UW-Madison.	0	1	2	0	1	2
i. Evaluating tenure cases equitably.	0	1	2	0	1	2
j. Identifying climate issues in my department.	0	1	2	0	1	2
k. Addressing climate issues in my department.	0	1	2	0	1	2
l. Addressing climate issues at UW-Madison.	0	1	2	0	1	2

## 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.

**35-36.** 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.

35. How valuable is each program? Please rate on a scale of 1 to 4 (whether or not you have used it).						36. Have you ever used or participated in this program?	
UW-Madison Programs	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Extension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Dual Career Hiring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. Anna Julia Cooper Postdoctoral Fellowships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. Workshops for Search Committees	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Family Leave	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Ombuds for Faculty	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. New Faculty Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. Equity in Faculty Salaries Policy	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. Women Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Committee on Women	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
l. Office of Campus Child Care	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
m. Cluster Hire Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
n. Sexual Harassment Information Sessions	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
o. Vilas Life Cycle Professorships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
p. Plan 2008 Diversity Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
q. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

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

☐ Never

☐ 1 to 2 times

☐ 3 to 5 times

☐ More than 5 times

**38.** 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 for each statement.	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-Madison is effective.	1	2	3	4	DK

## Balancing Personal and Professional Life

We would like to know more about your family living arrangements and the extent to which faculty at UW-Madison are able to balance their professional and personal lives.

39. What is your current marital or cohabitation status?

- ☐ a. I am married or partnered and I live with my spouse/partner. —→ **Go to question 40**
- ☐ b. I am married or partnered, but we reside in different locations. —→ **Go to question 40**
- ☐ c. I am single (am not married and am not partnered). —→ **Go to question 41**

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

- ☐ a. Full-time
- ☐ b. Part-time
- ☐ c. Not employed
- ☐ d. Retired

41. Do you have any children?

- ☐ a. Yes —→ **Go to question 42**
- ☐ b. No —→ **Go to question 43**

42. Living arrangements and ages of children:

<i>For each age range of your child/children, please check the box that most closely describes their living arrangements.</i>	Living With Me Full Time	Living With Me Part Time	Not Living With Me	No Children in Age Range
a. Preschool aged children (ages 0 – 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School aged children (ages 6 – 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Older children (age 19 and older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	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. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA
e. Working long hours is an important sign of commitment in my department.	1	2	3	4	NA

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

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. 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	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. The department communicates the options available for faculty who have a new baby.	1	2	3	4	DK	NA
e. The department is supportive of family leave.	1	2	3	4	DK	NA
f. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

**45.** A person's health has been shown to be related to their work environment. Please answer the following questions about your health.

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

Excellent 1                      Very good 2                      Good 3                      Fair 4                      Poor 5

**46.** How often do you feel:

<i>Circle one number on a scale of 1 to 5 for each item.</i>	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy?	1	2	3	4	5
b. Fatigued?	1	2	3	4	5
c. Stressed?	1	2	3	4	5
d. Nervous?	1	2	3	4	5
e. Depressed?	1	2	3	4	5
f. Short-tempered?	1	2	3	4	5
g. Well-rested?	1	2	3	4	5
h. Physically fit?	1	2	3	4	5

**47.** Do you have a significant health issue or disability?

☐ a. Yes —→ **Go to question 48**

☐ b. No —→ **Go to question 49**

**48.** In dealing with this health issue or disability, how accommodating is:

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	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

**49.** Using your own definition of 'burnout', check the item that describes you *most of the time*:

☐ a. I enjoy my work. I have no symptoms of burnout.

☐ b. Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.

☐ c. I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.

☐ d. The symptoms of burnout that I am experiencing won't go away. I think about frustrations at work a lot.

☐ e. I feel completely burned out and wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

50. What could be changed about the culture of UW-Madison that would lower the stress on the faculty?

## Diversity Issues at UW-Madison

51. With respect to the recruitment of, climate for, 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 for each statement.	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 identified ways to recruit women faculty.	1	2	3	4	DK
c. My department has actively recruited women faculty.	1	2	3	4	DK
d. The climate for women in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for women.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for women.	1	2	3	4	DK
g. Women in my department must work harder than men to convince colleagues of their competence.	1	2	3	4	DK
h. My department has too few women faculty in leadership positions.	1	2	3	4	DK
i. My department has identified ways to move women into leadership positions.	1	2	3	4	DK
j. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK

52. With respect to the recruitment of, climate for, and leadership of faculty of color, 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 for each statement.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few faculty of color in my department.	1	2	3	4	DK
b. My department has identified ways to recruit faculty of color.	1	2	3	4	DK
c. My department has actively recruited faculty of color.	1	2	3	4	DK
d. The climate for faculty of color in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for faculty of color.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for faculty of color.	1	2	3	4	DK
g. Faculty of color in my department must work harder than majority faculty to convince colleagues of their competence.	1	2	3	4	DK
h. My department has too few faculty of color in leadership positions.	1	2	3	4	DK
i. My department has identified ways to move faculty of color into leadership positions.	1	2	3	4	DK
j. My department has made an effort to promote faculty of color into leadership positions.	1	2	3	4	DK

53. How much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?

Circle one number on a scale of 1 to 4 for each statement.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
	1	2	3	4
a. Commitment to diversity is demonstrated in my department.	1	2	3	4
b. Commitment to diversity is demonstrated in my school/college.	1	2	3	4
c. Commitment to diversity is demonstrated at the UW-Madison.	1	2	3	4

## Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

54. What is your sex?

- ☐a. Male  
☐b. Female

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

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

56. What is your sexual orientation?

- ☐a. Heterosexual  
☐b. Gay/Lesbian  
☐c. Bisexual

57. Are you a U.S. citizen?

- ☐a. Yes  
☐b. No

58. Which department/unit did you have in mind when completing this survey? \_\_\_\_\_

59. As a general measure of socioeconomic background, what is/was your parents' highest levels of education?

Check NA if not applicable.	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
a. Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU for your time!**

Look for results to be posted at <http://wiseli.engr.wisc.edu> in late 2006.



## **WISELI Products and Resources**

“Recommendations for Enhancing Department  
Climate.” Available online at:

<http://wiseli.engr.wisc.edu/initiatives/climate/Recommendations.pdf>



## RECOMMENDED ACTIONS FOR ENHANCING DEPARTMENT CLIMATE

**Discussions with and surveys of various groups across campus reveal the following common concerns:**

- Lack of respect/consideration/politeness
- Ineffective communication
- Lack of recognition/visibility/value
- Lack of support/inequitable access to professional development opportunities
- Insufficient sense of community or belonging
- Difficulties achieving balance between work and family or personal life
- Illegal behaviors and demeaning, sexualizing, or condescending language and behaviors

In addressing these concerns it is important to note that though issues of climate may be common to all groups – faculty, academic staff, classified staff, post-graduate, graduate, and undergraduate students – the solutions or remedies for specific groups may differ.

**To address these concerns we have developed the following set of recommended actions/activities/policies for the following areas:**

- Basic manners – respect/consideration/politeness
- Effective communication
- Building a sense of community
- Promoting professional development
- Recognizing and valuing the work of departmental members
- Building sensitivity
- Balancing work and family/personal responsibilities
- Countering illegal behaviors and complaints about demeaning, sexualizing, or condescending language and behavior

## To Enhance Basic Manners – Respect/Consideration/Politeness:

- Issue a policy statement that makes it clear that all individuals in the department – faculty, staff, and students - are to be treated with dignity and respect; that differential treatment of women and men, and minorities and non-minorities is not appropriate and will not be tolerated.
- Include showing respectful and considerate behavior to other departmental members and visitors in performance evaluations for both faculty and staff.
- Include, as an important element of showing respect and consideration, the need to address individuals by their appropriate titles. Program Administrators, for example, may prefer not to be called secretaries.
- Promote these policies by example.

## To Improve Communication:

- Clearly and honestly communicate departmental values, intentions, expectations – and act in accordance with them.
- Clearly communicate departmental policies and procedures.
- Provide written clarification of conditions of employment, including information on vacation time, sick time, and grievance procedures to all faculty members, academic and classified staff members, post-graduate students, and other student employees.
- Provide informational documents to graduate students that include information about requirements, expectations, policies, procedures, and qualifications for applying for fellowships, project assistantships, teaching assistantships, rewards, etc.
- Clearly define qualifications and application processes for all faculty and academic staff position openings and promotions.
- Provide open and honest communication about the allocation of departmental resources.
- In communicating, be sure to include all people/voices in your department – see **“Building a Sense of Community”** (below). Be sure to solicit perspectives from diverse groups of people.
- Promote collaboration and sharing of information.
- Become aware of cultural and gendered differences in styles of communication, and about expectations regarding styles of communication. For example, many women tend to have a different communication style than men and are subject to cultural expectations regarding their communication. If women speak in softer tones, seem more hesitant, or make hedging statements they risk not being respected, but if they speak authoritatively, they may be seen as “aggressive” and also risk not being respected. Colleagues often unwittingly overlook or downgrade women’s thoughts and ideas for both of these reasons.

## Building a Sense of Community:

- Give governance to all groups in your department.
  - For example, make sure you have representation from the academic and classified staff, and from post-doctoral and graduate students at all departmental meetings.
  - Consider giving these non-faculty representatives voting rights on departmental matters other than tenure decisions.
- Examine departmental committee membership and ensure that membership is diverse with respect to age, gender, nationality, race and ethnicity, etc.
- Examine departmental teaching assignments and ensure that teaching requirements are appropriately and equitably distributed.
- Examine departmental events such as seminar series and sponsored conferences and ensure that presenters of various ages, genders, nationalities, races and ethnicities are included.
- Time departmental meetings so as not to exclude participation of specific groups. Parents, for example, are often unable to attend late afternoon meetings and events.
- As chair of departmental meetings:
  - Make sure that everyone has a chance to voice opinions or concerns. See the UW Office of Quality Improvement's webpage on **"How to Lead Effective Meetings"** for valuable advice.  
(<http://www.ohrd.wisc.edu/meetings/howto1.htm>)
  - Be sure to acknowledge and attribute ideas, suggestions, and comments accurately.
- Publicly recognize and praise faculty, staff, and students who perform work on behalf of the department:
  - For example, publicly thank individual faculty members who have contributed to efforts to recruit new graduate students into the department, staff members who have played an important role in organizing a departmental event, custodial staff who clean up after a departmental event, students who have served on special committees, etc.
- Promote inclusive behaviors:
  - Promote inclusive language by example, i.e., avoid using only male pronouns when referring to a group composed of males and females; avoid using language that makes assumptions about marital status and/or sexual orientation, i.e., use "partner" rather than "spouse."
  - Whenever appropriate include academic and classified staff in departmental social events.
- Host regular social events. Though some events may be appropriate for faculty only, or for faculty and graduate students, ensure that other events are open to all departmental members.
- Create a communal space – coffee room/lunch room.
- See the worksheet (next page) **"Engaging Everyone in the Life of the Department."** Consider creating a similar worksheet that includes teaching responsibilities (e.g. large introductory lecture courses, small upper-level seminar courses, laboratory intensive courses, etc.) and other functions pertinent to your department.

## Engaging Everyone in the Life of the Department

(Developed by the Office of Quality Improvement)

“Getting lost in the crowd” is a common problem faced by new faculty and staff, and particularly by women and people of color. These individuals may be overlooked for departmental assignments that would bring them into a collegial circle. Often chairs make an intentional effort to shield new faculty members from departmental duties, but it is worth considering how to involve them without jeopardizing their scholarship.

Women in traditionally male departments and people of color are often in high demand for campus committees and efforts because of the diverse perspectives they bring. Ask to be made aware of these campus activities and wherever possible help those involved bring what they are doing at the campus level back to the department.

The grid below is a format that department chairs can customize. When assigning people to various roles and committees, use this chart to ensure opportunities are well distributed and that each person has some role in the life of the department.

Committee/Activity	Jones	Smith	Their	Chavez	Bloom	Ono
Personnel Committee						
Budget Committee						
Research Committee						
Undergraduate Committee						
Equity Committee						
Graduate Committee						
Search Committee						
Symposium Committee						
Receptions & Social Events						
Faculty Senate Representative						
Departmental representative to Campus Committee X						
Member of Key Professional Organization						
Conference Planning Committee						

## Promoting Professional Development:

- Consider giving faculty, academic staff, and classified staff time off to attend courses/workshops/national meetings.
- Consider providing financial support for faculty, staff, post-graduate students, and graduate students to attend workshops/courses/present at national meetings.
- When appropriate, consider sending staff and/or students to give presentations, rather than faculty.
- Encourage faculty to invite staff/students to present lectures in their areas of expertise.

## Recognizing and Valuing the Work of Departmental Members:

- Publicly thank departmental members for their contributions to the department being sure to attribute credit accurately – see “**Building a Sense of Community.**”
- Make public announcements regarding awards/recognition departmental members (faculty, staff, or students) have received.
- Develop and enforce departmental standards regarding authorship, or enforce standards established by your academic discipline.
- Encourage all faculty and students to become aware of the academic contributions of their colleagues in the department and the university and to provide citations to these contributions in their academic writing and presentations.

## Building Sensitivity

- When/if a representative of one particular group (e.g. graduate student/minority faculty) approaches you with concerns about treatment or policies in the department, meet with him or her and listen respectfully to his or her concerns. Hold a separate meeting with the group against whom the complaint was lodged and raise the concerns presented to you. Be sure not to identify any individuals who complained, but rather refer to them as a group. Likewise be sure not to identify individuals complained against, but rather focus on the group as wholly responsible. Instead of focusing on blame and ill treatment, focus the discussion on solutions and means of improving the situation.
- If the complaint regards illegal behavior, your response will have to differ – refer to section on “**Countering Illegal Behavior**” below.

## Balancing Work and Family/Personal Responsibilities:

- Foster inclusiveness in scheduling departmental meetings and events.
- Develop creative and flexible solutions to accommodate family and personal developments. For example:
  - o Find out how other departments have covered teaching and other staffing needs when faced with faculty members who need to take time off to bear and/or care for a new child, who have experienced serious illness, or who must care for ill and/or aging family members.
  - o Invite faculty and staff to provide solutions for such necessary leaves.
  - o Consult with relevant campus offices and resources to find solutions:
    - Office of Academic Personnel <http://www.ohr.wisc.edu/APO/index.htm>; Director, Steve Lund, 263-2511
    - Brochure summarizing family leave policy and giving examples showing various ways that family leave can be implemented: <http://www.ohr.wisc.edu/polproced/fambroch.pdf>
- Budget for hiring lecturers and other staff members when needed for family and/or medical leave absences.

## Countering Illegal Behaviors and Complaints about Demeaning, Sexualizing, or Condescending Language and Behavior

- Develop and clearly state a zero tolerance policy for discrimination, harassment, and unreported instances of conflict of interest in a consensual romantic or sexual relationship. See the Equity and Diversity Resource Center's description of "**University Policies**" for more information. (<http://www.wisc.edu/edrc/services/Complaintprocess.pdf>)
- If approached with a complaint of such behavior do not dismiss the complaint. Rather, immediately recognize the complaint, apologize for the treatment, and quickly determine what the individual approaching you wants. Ask, "What would you like me to do?" or, "How would you like me to help you?" This will help you avoid misunderstandings and clarify the person's objective in approaching you. Respect his or her decisions and avoid imposing what you think you would do under the same circumstances.
- Consult early and often with a campus resource – See the Equity and Diversity Resource Center's (EDRC) **webpage on harassment** (<http://www.wisc.edu/edrc/sexualharassment/>) for more information and for a list of contact persons in each school/college appointed by deans/directors to assist in responding to sexual harassment concerns.
- Refer the individual approaching you to the EDRC and/or the contact person identified in your school/college.
- If the complaint requires action, act swiftly and fairly. Be prepared to deal not only with the principals involved but also with the influence any actions may have throughout the department.

## **WISELI Products and Resources**

“Enhancing Department Climate: A Chair’s Role.  
Resources.” Available online at:

[http://wiseli.engr.wisc.edu/initiatives/climate/Resources/eBook\\_07.pdf](http://wiseli.engr.wisc.edu/initiatives/climate/Resources/eBook_07.pdf) .





**OFFICE OF THE PROVOST**

**ENHANCING DEPARTMENT  
CLIMATE:  
A CHAIR'S ROLE**

**RESOURCES**



WISELI would like to thank the following UW-Madison faculty and staff members who served on the team that helped design this workshop and the materials provided: Molly Carnes, Susan Coppersmith, Maury Cotter, Bernice Durand, Patrick Farrell, Eve Fine, Rosa Garner, Linda Greene, Jo Handelsman, Linda Heideman, Kathleen Holt, Christine Pribbenow, Eden Inoway-Ronnie, Donald Schutt, Jennifer Sheridan, and Lillian Tong. Thanks also to WISELI staff members, Deveny Benting and Sarah Marxhausen, for all their help.

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# RECOMMENDED ACTIONS FOR ENHANCING DEPARTMENT CLIMATE

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The column on the far left includes standing committees, task forces, ad hoc work, and on-going activities in your department. All faculty/staff members are written at the top of each column. Check an individual’s column when they are assigned a departmental duty.

Committee/Activity	Jones	Smith	Their	Chavez	Bloom	Ono
Personnel Committee						
Budget Committee						
Research Committee						
Undergraduate Committee						
Equity Committee						
Graduate Committee						
Search Committee						
Symposium Committee						
Receptions & Social Events						
Faculty Senate Representative						
Departmental representative to Campus Committee X						
Member of Key Professional Organization						
Conference Planning Committee						

### **Promoting Professional Development:**

- Consider giving faculty, academic staff, and classified staff time off to attend courses/workshops/national meetings.
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  - o Invite faculty and staff to provide solutions for such necessary leaves.
  - o Consult with relevant campus offices and resources to find solutions:
    - Office of Academic Personnel <http://www.ohr.wisc.edu/APO/index.htm>; Director, Steve Lund, 263-2511
    - Brochure summarizing family leave policy and giving examples showing various ways that family leave can be implemented: <http://www.ohr.wisc.edu/polproced/fambroch2005.pdf>
- Budget for hiring lecturers and other staff members when needed for family and/or medical leave absences.

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- Develop and clearly state a zero tolerance policy for discrimination, harassment, and unreported instances of conflict of interest in a consensual romantic or sexual relationship. See the Office for Equity and Diversity's "**Summary of Relevant Laws, Policies and Regulations for Affirmative Action & Equal Opportunity**" for more information. (<http://www.oed.wisc.edu/laws.html>)
- If approached with a complaint of such behavior do not dismiss the complaint. Rather, immediately recognize the complaint, apologize for the treatment, and quickly determine what the individual approaching you wants. Ask, "What would you like me to do?" or, "How would you like me to help you?" This will help you avoid misunderstandings and clarify the person's objective in approaching you. Respect his or her decisions and don't impose what you think you would do under the same circumstances.
- Consult early and often with a campus resource – See the Office for Equity and Diversity's (OED) **webpage on harassment** (<http://www.oed.wisc.edu/sexualharassment/index.html>) for more information and for a list of contact persons in each school/college appointed by deans/directors to assist in responding to sexual harassment concerns.
- Refer the individual approaching you to the OED and/or the contact person identified in your school/college.
- Take whatever action is demanded swiftly and fairly. Be prepared to deal not only with the principals involved but also with the effect it may have throughout the department.

<div>CAMPUS CLIMATE</div> <div><i>Get involved. Make a difference.</i></div>	
<div>Climate Home</div> <div>The issue</div> <div>What is Campus Climate?</div> <div>Q&amp;A with Provost Spear</div> <div>Campus Climate Update</div> <div>What can you do?</div> <div>Days of Listening and Discovery</div> <div>Day of Listening for Students (Oct. 28)</div> <div>Tools you can use</div> <div>Ideas for your own workplace</div> <div>Campus resources</div> <div>Feedback</div> <div>UW-Madison campus climate inventory</div> <div>Background/Resources Plan 2008 (Campus diversity plan)</div> <div>Diversity Web (Student Affairs)</div> <div>Climate survey and initiatives at other campuses</div> <div>Annotated bibliography</div>	<div>Tools for Effective Leaders</div> <p>Recognizing that leaders have a critical role in impacting organizational climate, the Campus Climate Networking Group identified leadership as one of four areas to address at its November 5, 2002 meeting. Jeffrey Hamm and Gary Mitchell agreed to meet as a workgroup and develop a list that represented dispositions, knowledge, and performances that effective leaders must demonstrate to promote a positive organizational climate. We hope that this list will be used for leaders( learning and development, hiring, and evaluation. Thanks to the Committee on Women in the University and various individual academic and classified staff for their contributions. We hope that this document will remain a work in progress, to be revised and expanded as required.</p> <p>Jeffrey Hamm and Gary Mitchell University of Wisconsin-Madison December 8, 2002</p> <p>Effective leaders for improved climate do the following:</p> <ol style="list-style-type: none"> <li>1. Communicate regularly and effectively to all staff about general unit/institutional goals, values, and decision-making processes. Use these to help build a sense of common purpose among unit/institution members and to insure institutional accountability.</li> <li>2. Maintain the visibility of climate issues by consistently raising and discussing them with others in the unit/institution. Examples might include presentations to institutional forums, governance groups, and committees; emails or memos to all staff; training and development opportunities.</li> <li>3. Recognize and can explain the specific, concrete effects of climate on the unit or the institution(for example, impacts on productivity, effectiveness, recruitment, retention.</li> <li>4. Establish a fundamental unit/institutional expectation around treating others with dignity and respect. Lead in the development and implementation of guidelines, policies, or rules for respectful treatment of others where these do not exist. Hold those accountable who violate these.</li> <li>5. Publicly acknowledge the diversity of experiences around climate depending on an individual(s identity, status, and location in the unit/institution.</li> <li>6. Can talk about their own background and identity and the way</li> </ol>

## TOOLS FOR EFFECTIVE LEADERS

	<ol style="list-style-type: none"> <li>7. that these impact their experience of climate. A good example is Chancellor Wiley's statement to groups that, as a white male faculty member with the title (Chancellor, he generally does not experience the campus climate as negative. But he also recognizes that he is not representative of all people on campus.</li> <li>8. Listen carefully and empathetically and then can acknowledge and effectively articulate the experience of negative climate for specific under-represented or marginalized groups.</li> <li>9. Work to insure that all affected parties are (at the table) when organizational issues are at stake. For example, help insure that important committees include staff with various identities, backgrounds, and statuses. Highlights the fact when important groups are not represented.</li> <li>10. Insist that all voices are heard respectfully and (on their terms) (e.g., classified staff on work time, students in the evenings, interpreters for limited English speaking staff) and provide multiple opportunities for input.</li> <li>11. Regularly and publicly acknowledge good performance in general and positive efforts to improve climate in particular. Recognize and build on what we already do well. Identify and support individuals who are advocates for change and are willing to be pioneers.</li> <li>12. Can publicly and privately say (I'm sorry) for unit/institutional actions that negatively affect climate.</li> <li>13. Demonstrate good interpersonal skills by greeting people, getting to know the names of people who work in their building, even taking time to stop in and see people in their offices.</li> <li>14. Identify and use individuals as (sounding boards) or (reflectors, people who can provide honest feedback regarding the reaction of various groups to messages, situations, actions.</li> <li>15. Identify and use a mentor or small support group to encourage and support them in their (personal work) around issues of identity, difference, and power (i.e., helps them struggle with their own racism, sexism, classism, etc.)</li> <li>16. Insist on setting goals and taking action to improve climate.</li> <li>17. Hold themselves and others accountable for their actions, for supporting the philosophy and mission of the institution, and for making a difference.</li> </ol>
<p style="text-align: center;">File last updated: November 14, 2003  Feedback, questions or accessibility issues: <a href="mailto:comments@uc.wisc.edu">comments@uc.wisc.edu</a>  Copyright © 2003 The Board of Regents of the University of Wisconsin System.</p>	

## CAMPUS RESOURCES

The UW-Madison Campus offers an abundance of excellent programs and a host of talented and helpful people who are available to assist you in your efforts to help make our campus “a positive, supportive place to work learn and live” (UW Provost’s Office, Climate Initiative). This listing of resources is intended to acquaint you with the many programs, people, and websites you can rely on for assistance and advice. This listing provides web address and contact information for:

- Major **Initiatives and Programs** related to climate
- **Policies** regarding climate-related issues
- **Resources for Faculty and Staff**
- **Resources for Students**
- **Climate-Related Workshops**

### Initiatives and Programs

- **UW – Madison Office of the Provost – Department Chairs’ Toolkit**  
<http://www.provost.wisc.edu/deptChairs/docs.html>  
 This valuable resource provides a list of important UW-Madison and UW System offices, programs, documents, policies, reports, procedures, and other resources of interest to chairs of academic departments. Where available, links to online versions are provided.
- **Creating Community**  
<http://www.provost.wisc.edu/climate/>  
 Website designed to provides news and updates about activities related to efforts to enhance campus climate; links to diversity plans, reports, and policies; information and reports on diversity forums; and links to programs related to improving climate for various campus-wide communities.
- **UW – Madison Office of the Provost, Diversity and Climate**  
<http://www.provost.wisc.edu/climate.html>  
 The Associate Vice Chancellor for Diversity and Climate provides leadership to ensure that staff and student diversity and climate issues are addressed. This page provides links to programs and initiatives, policies and reports, and campus resources related to climate and diversity.
- **Academic Staff Mentoring Program**  
<http://acstaff.wisc.edu/>  
 This program is for new and continuing academic staff. Participants will be encouraged to examine their toolbox of skills, network with other academic staff, attend professional training, actively participate in governance, and become more connected to the campus community and the larger group of staff participating in this program. Program evaluations indicate that it really works!

- **Women Faculty Mentoring Program**

<http://www.provost.wisc.edu/women/mentor.html>

The Women Faculty Mentoring Program (WFMP) began in 1989. A study commissioned by the Chancellor in 1987 revealed that untenured women faculty members were voluntarily resigning from the University of Wisconsin-Madison at a rate greater than that of their male counterparts. Many women cited feelings of isolation as a major reason for their departure. To try to address such problems, all women faculty were invited to participate in the Women Faculty Mentoring Program. In 1990 the Office of the Associate Vice Chancellor formally adopted the program for Academic Affairs. In 1997, the program's mission was expanded to include additional resources and services for tenured women.

- **Committee on Women**

<http://www.secfac.wisc.edu/committees/Roster.asp>

The Committee on Women consists of nine faculty members, six academic staff members, the Associate Vice Chancellor responsible for women's issues, and the Director of the Office for Equity and Diversity. The committee evaluates and monitors the status of women faculty and academic staff at the university, makes recommendations to the University Committee and Academic Staff Executive Committee regarding priorities, programs, and policies directed toward improving the status of women at UW-Madison, and makes suggestion to administrative officers about implementing priorities and policies designed to address issues of gender equity.

- **Office for Equity and Diversity (OED) Initiatives:**

- **Leadership Institute**

<http://www.library.wisc.edu/EDVRC/leadershipinstitute.html>

For more information, please contact the OED: 263-2378

The Leadership Institute offers a safe and respectful environment for engaging in a sustained dialogue about ourselves and others, and the meaning of work and leadership. Within a diverse learning community, we will examine where we are in our careers and how we came to be here, and will re-envision future possibilities to help lead UW-Madison into an increasingly complex future. A major goal is to enhance and build our capacities to work and lead more effectively, thereby contributing toward a campus climate affirming and validating diverse worldviews and ways of being in the world. Open to faculty, classified and academic staff, and administrators, this program meets once a week throughout the nine-month academic year.

- **Seeking Educational Equity and Diversity (SEED) Seminar**  
<http://www.library.wisc.edu/EDVRC/seedseminar.html>  
For more information, please contact the OED: 263-2378  
A national project on inclusive curriculum, SEED is open to all faculty, staff, and administrators interested in multi-cultural and gender-balanced scholarship and its implications for a more inclusive curriculum and teaching methods. This seminar provides a unique opportunity to meet in a safe and respectful environment to discuss and develop strategies for building inclusive curricula and classrooms. Using readings, videos, reflective writing and group work, we discuss the impact of race, class, gender, age, ability, sexual orientation and other defining aspects of our identity, and ourselves, on teaching and learning. The SEED seminar meets for one three-hour session per month during the academic year.
- **Seeking Educational Equity and Diversity by the Experienced and Doing (SEED) Seminar**  
<http://www.library.wisc.edu/EDVRC/seededseminar.html>  
For more information, please contact the OED: 263-2378  
This seminar is for those who are already working on access and inclusion issues and are committed to further deepening their understanding of creating accessible and inclusive teaching and learning environments and processes. The seminar provides a respectful learning community in which participants will explore and identify strategies for creating teaching and learning environments that promote excellence for ALL. The SEED Seminar meets for one three-hour session per month during the academic year.
- **Student Seeking Educational Equity and Diversity (SEED)**  
<http://www.library.wisc.edu/EDVRC/studentseedseminar.html>  
For more information, please contact the OED: 263-2378  
Using readings, videos, reflective writing, guest speakers and group work, student participants will discuss the impact of race, class, gender, age, ability, sexual orientation, and other defining aspects of our identity on our learning environments and our community. This seminar provides a unique opportunity to meet in a safe and respectful environment for much needed conversations around all of these topics and their pervasiveness in society and in our daily lives. This seminar meets three times in one semester.
- **Excellence Through Diversity Institute**  
<http://www.library.wisc.edu/EDVRC/excellencethroughdiversity.html>  
For more information, please contact the OED: 263-2378  
This Institute is an intensive, nine-month-long program designed to train-the-trainers/facilitators. The Institute provides a learning community and organizational change support network focused on creating and sustaining authentically inclusive and responsive teaching, learning and working environments that are conducive to success for all. The Institute is open to faculty, staff and administrators.

- **Sexual Harassment Information and Resources**  
<http://www.oed.wisc.edu/sexualharassment/index.html>  
 The Office of Equity and Diversity (OED) can assist with concerns about any type of prohibited harassment or discrimination, including harassment based on gender, race, religion, ethnicity, age, disability, and sexual orientation. This website is designed to help prevent and respond to sexual harassment. **A list of contacts is provided on the following pages:**  
<http://www.oed.wisc.edu/sexualharassment/resource.html>  
<http://www.oed.wisc.edu/sexualharassment/contact2b.html>
- **Division Level Representative (DLR) Program**  
 Director, Nancy Malz, nmalz@vc.wisc.edu, 263-2407  
 Division Level Representatives (DLR's) are designated by their Dean or Director to assist supervisors, managers, and employees in their division in responding to disability-related employment matters. To find out more about disability related matters, see: <http://www.oed.wisc.edu/disability/>  
 To find out who serves as DLR for your school, college, or division see:  
<http://www.oed.wisc.edu/disability/dlrdiv.html>
- **PLAN 2008**  
<http://www.provost.wisc.edu/plan2008/>  
 The UW-Madison Campus Diversity Plan
- **Women in Science and Engineering Leadership Institute (WISELI)**  
<http://wiseli.engr.wisc.edu/>  
 WISELI is a centralized, visible administrative structure with a mission to address a number of impediments to women's academic advancement. The center structure of WISELI allows the Institute to bring the issues of women scientists and engineers from obscurity to visibility. The long-term goal of WISELI is to have the gender of the faculty, chairs, and deans reflect the gender of the student body. WISELI's active initiatives include:
  - Workshops on enhancing climate for department chairs
  - Workshops for search committee chairs
  - Celebrating Women in Science and Engineering Grant Program
  - Life Cycle Research Grants
  - WISELI Seminar Series

## Policies

- **Equity in Faculty Salary Policy**  
<http://www.provost.wisc.edu/salaryequitypolicy.html>
- **Faculty Strategic Hiring Initiative Policy and Guidelines for Ensuring Faculty Diversity**  
<http://www.provost.wisc.edu/hiring/facshi.html>
- **Domestic Partner Benefits Policy**  
<http://www.provost.wisc.edu/dpp.html>
- **UW Family Related Leave Policies**

<http://www.ohr.wisc.edu/polproced/fambroch2005.pdf>

A brochure developed by the Academic Personnel Office to summarize benefits and resources available to help faculty, staff, and student balance work and family. Particularly helpful examples showing the variety of arrangements that chairs, faculty and staff have successfully used to achieve balance are included.

- **Faculty Policies and Procedures**

[http://www.secfac.wisc.edu/governance/FPP/Table\\_of\\_Contents.htm](http://www.secfac.wisc.edu/governance/FPP/Table_of_Contents.htm)

This is a very large document -- consisting of eleven chapters. Chairs will probably find the following chapters/sections most useful:

- Chapter 5- Departmental Faculties

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_5.htm](http://www.secfac.wisc.edu/governance/FPP/Chapter_5.htm)

- Chapter 7 - Faculty Appointments

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_7.htm](http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm), especially

- Sect. 7.05 - Guidance and Annual Evaluation for Probationary Faculty

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_7.htm#705](http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#705)

- Sect. 7.14 - Criteria for the Granting of Tenure

[http://www.secfac.wisc.edu/governance/FPP/Chapter\\_7.htm#715](http://www.secfac.wisc.edu/governance/FPP/Chapter_7.htm#715)

- **Faculty Governance Legislation**

<http://www.secfac.wisc.edu/governance/index.htm>

- Department Personnel Records Policy

<http://www.secfac.wisc.edu/governance/legislation/Pages500-599.htm#502>

- Policy on Review of Tenured Faculty

<http://www.secfac.wisc.edu/governance/legislation/Pages100-299.htm#106>

- **Tenure Guidelines**

- For the Arts and Humanities Division:

<http://www.secfac.wisc.edu/divcomm/artshumanities/TenureGuidelines.pdf>

- For the Biological Sciences Division:

<http://www.secfac.wisc.edu/divcomm/biological/TenureGuidelines.pdf>

- For the Physical Sciences Division:

<http://www.secfac.wisc.edu/divcomm/physical/TenureGuidelines.pdf>

- For the Social Sciences Division:

<http://www.secfac.wisc.edu/divcomm/social/TenureGuidelines.pdf>

- **Open Meetings and Open Records**

- Guidelines for complying with Open Meetings Laws:

<http://www.wisc.edu/legal/legalservices/OpenMtg.pdf>

- Guidelines for responding to Public Records Requests:

<http://www.wisc.edu/legal/legalservices/PubRecordsReq.pdf>



## On-Campus Resources

(Primarily for faculty and staff)

- **Associate Vice Chancellor for Diversity and Climate**  
<http://www.provost.wisc.edu/climate.html>  
Bernice Durand, bdurand@wisc.edu, 262-5246
- **Associate Vice Chancellor for Faculty and Staff Programs**  
<http://www.provost.wisc.edu/facstaff.html>  
Laurie Beth Clark, lbclark@wisc.edu, 262-5246
- **Academic Leadership Support Website**  
<https://fpm-www3.fpm.wisc.edu/ohrd/CourseCreation/Default.aspx?tabid=71>  
This website is designed specifically for department chairs and other academic leaders. Intended to help you successfully lead your department or unit, it provides quick and practical advice on such topics as: hiring faculty and staff, leading effective meetings, addressing conflict, and assessing student learning. Other topics are currently being developed.
- **Campus Childcare, Office of**  
<http://www.housing.wisc.edu/partners/childcare/>  
Director, Lynn Edlefson, lynn.edlefson@housing.wisc.edu, 262-9715  
Provides information about childcare centers available on campus, about funding and scholarships for childcare, resources for parents, and links to off-campus childcare referrals and resources.  
See also **WISELI's Childcare Initiative:**  
[http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c\\_childcare.html](http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c_childcare.html)
- **Disability**  
<http://www.oed.wisc.edu/disability/index.html>  
Provides information about the Americans with Disabilities Act and resources for employees and managers.
- **Employee Assistance Office (EAO)**  
<http://eao.wisc.edu/>  
Director, Stephen R. Pearson, Room 526 Lowell Hall, 263-2987  
The University of Wisconsin established this office to assist faculty and staff with maintaining and enhancing both their personal and professional lives. Its staff offers services to promote emotional well-being as well as respectful and productive work environments. They can provide assistance with such workplace issues as: back-to-work conferences, change, conflict management, dispute resolution, organizational assessment, and respect in the workplace. They can also provide assistance with personal issues, such as: alcohol abuse, anger control, divorce, drug abuse, emotional problems, family violence, financial problems, grief, impact of disability and chronic disease on individuals and families, marital or family problems, separation, and

**Office for Equity and Diversity (OED)**

<http://oed.wisc.edu/>

Luis Piñero, Director and Assistant Vice Chancellor for Workforce Equity and Diversity, [lapinero@vc.wisc.edu](mailto:lapinero@vc.wisc.edu), 263-2378

The Office for Equity and Diversity is a unit within the Office of the Vice Chancellor for Legal and Executive Affairs. The OED provides leadership and education to University employees and students on principles of equity and diversity to promote respectful and supportive work and learning environments. The office coordinates campus compliance with affirmative action and equal opportunity requirements and serves as a resource for schools, colleges, divisions, and committees regarding equity and diversity issues.

- **Equity and Diversity Committees in Schools and Colleges**

<http://oed.wisc.edu/committees.html>

Equity and Diversity Committees advise deans, directors, and unit heads on equity and diversity issues, and report on an annual basis to the Advisory Committee for the Office for Equity and Diversity for coordination with the center. These school, college, and divisional-level committees also coordinate with various campus-level governance committees, as appropriate.

- **Gay, Lesbian, Bisexual & Transgendered Resources on Campus**

<http://www.wisc.edu/provost/women/gay.html>

Provides a list of resources.

- **Human Resource Development, Office of (OHRD)**

<https://www.ohrd.wisc.edu/>

Director, Don Schutt, [dschutt@bascom.wisc.edu](mailto:dschutt@bascom.wisc.edu), 263-1016

Offers courses, seminars, and conferences for professional development. Offers a new web service, “**My Professional Development**,” that allows you to register your interests and receive notification of events relevant to these interests.

(<http://www.myprofdev.wisc.edu/>)

- **Human Resources, Office of (OHR)**

<http://www.ohr.wisc.edu/>

Director, Carla Raatz, 263-6561

The Office of Human Resources exists to serve faculty and staff in the development, implementation, and evaluation of a comprehensive personnel training and employment relations system. Provides information on benefits and policies.

- o **Academic Personnel Office**, <http://www.ohr.wisc.edu/APO/index.htm>  
Director, Steve Lund, 263-2511
- o **Classified Human Resources**, <http://www.ohr.wisc.edu/CPO/index.htm>  
Director, Jim Stratton, 262-3233
- o **International Faculty and Staff Services**,  
<http://www.ohr.wisc.edu/ifss/index.htm>  
Director, Deborah Ahlstedt

- **Ombuds Office for Faculty and Staff, Campus-wide**  
<http://www.ombuds.wisc.edu/>  
523-524 Lowell Center, 265-9992  
The Ombuds Program serves as an informal, impartial, confidential, and independent resource for faculty and staff at the University of Wisconsin-Madison. It supplements the ombuds services available to students through the Dean of Students Office and to Medical School faculty, staff, and students through Ombuds Rosa Garner.
- **Ombuds for the Medical School**  
Rosa Garner, rgarner@facstaff.wisc.edu, 265-9666  
The Medical School ombudsperson serves as a neutral, independent and confidential resource for faculty, staff and students within the Medical School community. Staff associated with the UW Hospital and Clinics may also find help here. The ombudsperson will provide you with a safe forum to voice concerns, organize thoughts, assess feelings, evaluate a situation and decide on what is important and relevant to your dilemma. Working with the ombudsperson, you can explore options ranging from simply talking about your problem to pursuing a formal grievance proceeding. You select the options you prefer.
- **Sexual Harassment Information and Resources**  
<http://www.oed.wisc.edu/sexualharassment/index.html>  
The Office for Equity and Diversity (OED) can assist with concerns about any type of prohibited harassment or discrimination, including harassment based on gender, race, religion, ethnicity, age, disability, and sexual orientation. This website is designed to help prevent and respond to sexual harassment. **A list of contacts is provided on the following pages:**  
<http://www.oed.wisc.edu/sexualharassment/resource.html>  
<http://www.oed.wisc.edu/sexualharassment/contact2b.html>

## On-Campus Resources (Primarily for students)

- **Dean of Students Office**  
<http://www.wisc.edu/students/>  
Interim Dean of Students, Lori Berquam, lberquam@bascom.wisc.edu  
The Office of the Dean of Students is a resource for undergraduate and graduate UW-Madison students in all programs, schools, and colleges. Our offices work to enhance the quality of campus life. Since we know that all students, faculty and staff do their very best work in a safe and supportive campus environment, we, as well as many other departments on campus, sponsor a wide variety of programs, services, and activities that promote individual and group safety and security.
- **Campus Childcare, Office of**  
<http://www.housing.wisc.edu/partners/childcare/>  
Director, Lynn Edlefson, lynn.edlefson@housing.wisc.edu, 262-9715  
Provides information about childcare centers available on campus, about funding and scholarships for childcare, resources for parents, and links to off-campus childcare referrals and resources.

See also **WISELI's Childcare Initiative:**

[http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c\\_childcare.html](http://wiseli.engr.wisc.edu/initiatives/lifecareerinterface/3c_childcare.html)

- **Campus Women's Center**  
<http://cwc.studentorg.wisc.edu/>  
4<sup>th</sup> floor, Memorial Union, cwc@studentorg.wisc.edu, 262-8093  
A student organization committed to empowering women in order to strengthen the entire community, the Campus Women's Center provides a variety of women-centered support services, educates the campus community on a number of women's issues, and serves as a resource and referral center for all students.
- **Creating Community Website, University of Wisconsin - Madison**  
<http://www.diversity.wisc.edu/>  
Provides news, announcements, and resources related to diversity on the UW-Madison campus. Includes links to relevant student organizations.
- **OED Graduate Assistant Equity Workshops**  
<http://www.oed.wisc.edu/workshop.html>  
Training sessions for Teaching Assistants and Program/Project Assistant that focus on diversity, discrimination, and harassment. The sessions are presented by the Office for Equity and Diversity and the McBurney Resource Center in collaboration with the Teaching Assistants' Association (TAA).
- **Graduate Women's Mentoring Forum**  
<http://www.womenstudies.wisc.edu/WSRC/Gradwomen.htm>  
Sponsored by the Women's Studies Research Center, the Graduate Women's Mentoring Forum aims to bring together graduate students and faculty from various disciplines to informally discuss topics that concern graduate women.
- **International Student Services**  
<http://www.intstudents.wisc.edu/>  
Interim Director, Pap Sarr, sarr@redgym.wisc.edu, 262-1409  
International Student Services (ISS) offers a wide variety of services to international students at the University of Wisconsin-Madison. The ISS staff provide information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.
- **Lesbian, Gay, Bisexual and Transgendered (LGBT) Resources on Campus**
  - **Office of the Provost, Women Faculty and Staff Issues – LGBT Resources**  
<http://www.wisc.edu/provost/women/gay.html>
  - **University Housing LGBT Resources**  
<http://www.housing.wisc.edu/lgbt/>
  - **LGBT Campus Center**  
<http://lgbtcc.studentorg.wisc.edu/>  
Memorial Union, 2<sup>nd</sup> floor, lgbtcc@rso.wisc.edu  
The mission of the **Lesbian, Gay, Bisexual & Transgender Campus Center** (LGBTCC) is to help foster a safe learning environment that supports students'

academic learning environment as well as students' academic, personal, and interpersonal growth and development.

- **McBurney Disability Resource Center**

<http://www.mcburney.wisc.edu/>

Director, J. Trey Duffy, [jtdaffy@wisc.edu](mailto:jtdaffy@wisc.edu), 263-5174

The McBurney Center's mission is to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty, and staff to promote students' independence and to ensure recognition of their abilities, not disabilities. All General Questions should be directed to the front desk: 263-2741 (phone), 263-6393 (tty), 263-2998 (fax).

- **Multicultural Student Center (MSC)**

<http://msc.wisc.edu/msc/>

Director, Candace McDowell, [cmmcdowe@facstaff.wisc.edu](mailto:cmmcdowe@facstaff.wisc.edu), 262-0285

Since the Fall of 1988 the Multicultural Student Center (MSC) has been providing out of classroom experiences where students and other members of the University community can learn about and appreciate other cultures. The MSC works in cooperation with Wisconsin Union program staff, student organizations and various campus groups and departments to develop a wide variety of educational and social programs such as: lectures, discussions, receptions, cultural celebrations, art displays, and theatrical performances. The MSC also provides information and referrals to various campus resources and support services and maintains a list of Multicultural Student Organizations

- **MSC Programs**

<http://msc.wisc.edu/programs/>

- **Multicultural Student Organizations**

<http://msc.wisc.edu/orgs/>

- **Ombuds for the Medical School**

Rosa Garner, [rgarner@facstaff.wisc.edu](mailto:rgarner@facstaff.wisc.edu), 265-9666

The Medical School ombudsperson serves as a neutral, independent and confidential resource for faculty, staff and students within the Medical School community. Staff associated with the UW Hospital and Clinics may also find help here. The ombudsperson will provide you with a safe forum to voice concerns, organize thoughts, assess feelings, evaluate a situation, and decide on what is important and relevant to your dilemma. Working with the ombudsperson, you can explore options ranging from simply talking about your problem to pursuing a formal grievance proceeding. You select the options you prefer.

- **Sexual Harassment Information and Resources**

<http://oed.wisc.edu/sexualharassment/index.html>

The Office for Equity and Diversity (OED) can assist with concerns about any type of prohibited harassment or discrimination, including harassment based on gender, race, religion, ethnicity, age, disability, and sexual orientation. This website is designed to help prevent and respond to sexual harassment. **A list of contacts is provided on the following pages:** <http://oed.wisc.edu/sexualharassment/resource.html> and <http://oed.wisc.edu/sexualharassment/resource.html>

- **Student Organizations Office (S00)**  
<http://soo.studentorg.wisc.edu/>  
Room 239, Red Gym, soo@redgym.wisc.edu, 263-0365716 Langdon Street  
Provides a listing of and links to registered student organizations and information about SOO programs.
- **University Housing Diversity Resources**  
<http://www.housing.wisc.edu/diversity/>  
Provides a listing of resources and programs for residents of University Housing.

## OTHER WEBSITES ON CAMPUS CLIMATE

**AWIS Academic Climate Page** (<http://www.academicclimate.org/index.asp>)

**American Council of Education (ACE) – Online Resources for Department Chairs** (<http://www.acenet.edu/resources/chairs/index.cfm>)

**American Association of University Professors (AAUP) Issues in Higher Education**

(<http://www.aaup.org/aaup/issued/default.htm>)

**Diversity and Affirmative Action in Higher Education**

(<http://www.aaup.org/AAUP/issued/diversity/>)

**Balancing Work and Family**

(<http://www.aaup.org/AAUP/issued/WF/>)

**Association of American Colleges and University (AACU)**

**Section on Diversity** (<http://www.aacu.org/issues/diversity/index.cfm> )

**Diversity Web** (<http://www.diversityweb.org/>)

**Section on Women** (<http://www.aacu.org/issues/women/index.cfm>)

**Campus Women Lead** – the website of the National Initiative for Women in Higher Education

(<http://www.campuswomenleading.org/>)

**UW System Office of Academic Diversity and Development**

(<http://www.uwsa.edu/oadd/>)

## RECOMMENDED READINGS

### Readings on Leadership

Selections from: Ann Lucas, *Strengthening Departmental Leadership* (San Francisco: Jossey-Bass Publishers, 1994).

- Chapter 1, “Strengthening Leadership at the Departmental Level” – Presents “six myths that make chairs believe they are powerless,” provides rebuttals to these myths, and describes the types of power chairs can exert.
- Chapter 2, “Roles and Responsibilities of Chairs” – Concentrates on describing nine major areas of leadership responsibility and briefly lists and defines seven managerial/administrative tasks.
- Chapter 3, “Leading the Academic Department” – Briefly presents research on leadership styles. Argues that “transformational leadership” is the most effective style of leadership for department chairs who wish to create an intellectually stimulating environment for both faculty and students, a climate that “exudes excitement and enthusiasm about the work” of the department, a “climate in which faculty members can be supportive of each other.” Discusses five characteristics of transformational leaders.

Selections from: John H. Zenger and Joseph Folkman, *The Extraordinary Leader: Turning Good Managers into Great Leaders* (New York: McGraw-Hill, 2002).

- Chapter 1, “Demystifying Leadership” – Introduction to this research-based book that aims “to present a way for you personally to think about your own leadership abilities and how you might go about increasing those, if you choose.” Using a “database of approximately 200,000 questionnaires completed by subordinates, peers and bosses,” the authors identified and compared the top 10 percent to the bottom 10 percent of leaders. Twenty insights about the differences that separated these two groups are described in the book and summarized in this introductory chapter.
- Chapter 4, “The Competency Quest” – Critiques efforts to “identify and define the competencies of effective leaders” and then select as leaders “people who possess those competencies.” Discusses why these efforts have not worked and how this approach can be made more effective. Presents sixteen behaviors/competencies that have the most powerful effect on “impressions about leadership effectiveness.”

Selections from: Harlene Anderson, et al., *The Appreciative Organization* (Taos Institute Publications, 2001).

- Chapter 3, “Leadership as Collaborative Participation” – Instead of viewing leaders as people who possess a set of skills and characteristics that enable them to command and control others this article sees leaders as those who can engage others in collaborative participation. Provides advice and suggestions for leading through collaborative participation.



## Enhancing Departmental Climate -- Readings offering Tools/Advice/Recommendations for Department Chairs:

- Estela Mara Bensimon, Kelly Ward, and Karla Sanders, “Fostering Collegiality,” in *The Department Chair’s Role in Developing New Faculty into Teachers and Scholars* (Boston: Anker Publishing, 2000).  
Because this book focuses on developing new faculty members, this section concentrates on strategies for integrating new faculty members into the life and culture of the department. **The authors’ recommendations for fostering collegiality, however, can easily be applied to all faculty members in a department.** The authors address difficulties women and racial/ethnic minorities may experience in developing collegial relationships with other faculty members and, more importantly, provide advice targeted specifically to these groups.
- Selections from: Kathleen D. Ryan and Daniel K. Oestreich, *Driving Fear out of the Workplace* (San Francisco: Jossey-Bass Publishers, 1988).  
Chapter 13, “Collaborate on Decisions” – Describes a five-stage model of decision-making and provides recommendations for increasing collaboration on decision-making in your workgroup. The authors note that each method of decision-making (from a leader making the decision alone, to a leader delegating the decision to a group) is effective and appropriate depending on the situation. They stress the importance of becoming aware of your current decision-making patterns, deciding which method of decision-making is most appropriate to the situation, clearly communicating to your workgroup what type of decision-making you are using, and communicating your decision and the reasons it was reached.
- David L. Cooperrider and Diana Whitney, “A Positive Revolution in Change: Appreciate Inquiry” in *Appreciate Inquiry: Rethinking Human Organization toward a Positive Theory of Change* ed. David Cooperrider et al., (Stipes Publishing, 2000).  
Describes Appreciative Inquiry and how it can be used, as an alternative to problem solving, to improve organizations. (Also applies to the section “Managing conflict” – below.)

## Managing Conflict -- Readings offering Tools/Advice/Recommendations for Department Chairs:

- Selections from Ann Lucas, *Strengthening Departmental Leadership*  
Chapter 9, “Managing Conflict” – Provides strategies and advice.
- Selections from Kathleen D. Ryan and Daniel K. Oestreich, “Discuss the Undiscussables,” from their book *Driving Fear out of the Workplace*  
An introduction provided at a workshop with Daniel Oestreich describes “undiscussables” – issues people discuss frequently, but not with the person or people who can do something about the problem – and how they can negatively influence a workplace. The chapter provides advice and guidelines for how to improve your workplace by initiating discussion of undiscussables. Perhaps the

## RECOMMENDED READINGS

most important piece of advice is to rely on “an outside facilitator if your group experiences a lot of mistrust and cynicism or if you want to participate fully as a group member and not worry about leading the discussion.” Facilitators may be available through the UW Employee Assistance Office (<http://wiscinfo.doit.wisc.edu/eao/>) and the UW Office of Quality Improvement (<http://www.wisc.edu/improve/who/serve.html>).

- Kevin “Doc” Klein, “Dialogue: The Key to Moving Beyond Structural Conflict,” *About Campus* 7 (March 2002): 9-15.  
A very brief description of “dialogue,” the steps/skills needed to foster dialogue, and how dialogue can be used in institutions of higher education to allow us “to work better with our colleagues in order to create a dynamic and exciting environment in which students can learn.”

## **WISELI Products and Resources**

“WISELI: Building on a Legacy.” Documentary Video, second in series of three. Available online through The Research Channel:

<http://www.researchchannel.org/prog/displayevent.asp?rid=3455> .

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### WISELI: Building on a Legacy



#### Watch this program now —

**Produced by:**  
[University of Wisconsin - Madison](#)  
June 6, 2005

**Description:**  
This second documentary in a series of three briefly summarizes the creation of the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison. Three of WISELI's major new initiatives designed to increase the recruitment, retention and advancement of women in academic science and engineering are outlined: climate workshops for department chairs; workshops for search committee chairs; and the Life Cycle Research Grant program. Finally, some unexpected issues that have arisen in the course of WISELI's work are also discussed.

Production Company: Eclipse Multimedia Productions, Madison WI

**Related Links:**  
[WISELI website](#)

**Speaker(s):**  
**Jo Handelsman**, Howard Hughes Medical Institute Professor of Plant Pathology and Co-director of WISELI, University of Wisconsin-Madison

**Paul Peercy**, dean, College of Engineering, University of Wisconsin-Madison

**Molly Carnes**, Jean Manchester Biddick Bascom Professor of Medicine; Co-director, WISELI, University of Wisconsin-Madison

**Alice Hogan**, program director, ADVANCE, National Science Foundation

**Peter Spear**, provost, University of Wisconsin-Madison

**Christine Maidl Pribbenow**, associate researcher, LEAD Center, University of Wisconsin-Madison

**Amy Wendt**, professor, Electrical and Computer Engineering, College of Engineering, University of Wisconsin-Madison

**Martin Cadwallader**, associate vice chancellor, Research; dean, Graduate School, University of Wisconsin-Madison

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**Robert Radwin**, department chair,  
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Engineering, University of  
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**WISELI Research/Evaluation Report:**  
Winchell, Jessica K. and Christine Maidl Pribbenow.  
February 2006. “WISELI’s Workshops for Search  
Committee Chairs: Evaluation Report.”

**WISELI'S WORKSHOPS FOR SEARCH  
COMMITTEE CHAIRS: EVALUATION REPORT**

***Submitted to:***

Molly Carnes, Jo Handelsman, Jennifer Sheridan and Eve Fine  
WISELI Principal Investigators and Staff

***Submitted by:***

Jessica K. Winchell and Christine Maidl Pribbenow  
WISELI Evaluation Staff

February 5, 2006

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## Background

The Women In Science & Engineering Leadership Institute (WISELI), located on the UW-Madison campus, is supported by a five-year ADVANCE grant from the National Science Foundation. In the original proposal application for this grant, the authors described their vision:

Our *vision* is to transform UW-Madison into an inclusive community where—irrespective of gender, race, or cultural background—all individuals are valued and encouraged to learn, teach, collaborate, explore, and share ideas. In accordance with the goals of ADVANCE, this proposal focuses on gender diversity in science and engineering...the *anticipated impact*...is to transform UW-Madison into an on-going living laboratory which will promote gender equity for women in science and engineering and *provide methods and analyses* to measure *intermediate indicators* of success. A National Women in Science and Engineering Leadership Institute (WISELI) will be established as a visible, campus-wide entity, endorsed by top-level administrators. WISELI itself will be part of the project design and will centralize collected data, monitor the success of the proposed efforts, implement a longitudinal data system, and ensure dissemination of best practices.

Further, they note that WISELI's long-term goal was to have the gender of the faculty, chairs, and deans reflect the gender of the student body.<sup>1</sup>

Although not in the original proposal, WISELI's Principal Investigators, staff and Leadership Team focused on the "search process" as one avenue to achieve both intermediate and long-term goals of the grant. To wit, they created a working group with representatives from various areas on campus to develop a workshop series entitled, "Searching for Excellence and Diversity: A Workshop for Faculty Search Committee Chairs." Through a process of script development, a series of meetings were created to help search committee chairs run effective and efficient search committees, recruit excellent and diverse applicants, and conduct fair and thorough reviews of candidates. This working group hoped that by providing search committee chairs with tools to broaden searches and raise awareness about implicit biases brought to the review process, the diversity of candidate pools for faculty and administration positions would be increased.<sup>2</sup>

### Structure of the Workshops for Search Committee Chairs

This workshop series for chairs of search committees was developed in conjunction with the Provost's office, Office of Human Resources, and the Equity and Diversity Resource Center at the University of Wisconsin-Madison. Initially, the three-part workshop was designed to trace the progression of search committee work. In the first meeting, designed to occur before the initial meeting of the search committee, chairs were to be introduced to strategies for running efficient meetings, gaining participation of all committee members, and building a diverse pool. At a second meeting, ideally before the application deadline, chairs are to share their search results and discuss what strategies were successful in their experiences. In this meeting, they are also supposed to discuss methods to ensure that candidate files receive an equitable and thorough

<sup>1</sup> <http://www.wiseli.engr.wisc.edu>, original proposal to the NSF, February 2001

<sup>2</sup> [http://wiseli.engr.wisc.edu/initiatives/hiring/training\\_hiring.html](http://wiseli.engr.wisc.edu/initiatives/hiring/training_hiring.html)

review. Finally, a third meeting is arranged prior to the finalization of candidate interview lists. In this session, the chairs were to consider how to balance efficiency and interviewing broadly, how to recruit during the interview process, and the design of interview questions.

To complement the workshop, WISELI also developed a guidebook entitled, “Searching for Excellence and Diversity: A Guide for Search Committee Chairs.” Distributed to all workshop participants, the guide discusses the five essential elements of a successful search. These include: 1) running an effective and efficient search committee, 2) actively recruiting an excellent and diverse pool of candidates, 3) raising awareness of unconscious assumptions and their influence on candidate evaluation, 4) ensuring a fair and thorough review of candidates, and 5) developing and implementing an effective interview process. The guidebook elements reinforce the workshop content and also provide additional resources and suggestions that search chairs can implement in their committees.<sup>3</sup>

To accommodate the varied needs and schedules of different search committees, departments, and institutional units on the University of Wisconsin-Madison campus, WISELI developed several modified workshop formats. Single, two-hour workshops were tailored for the College of Engineering and Medical School search chairs, and were offered at various times and locations on campus. A number of University-wide workshops in the single-session format were also held. A two-session version of the workshop was designed for the College of Letters and Science. The first two-hour session was scheduled to coincide with the early phases of search committee work while the second occurred late in the search process. The first session covered elements one through three, while the second discussed elements four and five along with feedback on best practices. Different WISELI staff and other campus administrators and faculty facilitated these sessions in their various formats.

### Workshop Participation

Since the inception of this initiative, 167 faculty, academic staff, and administrators have participated in the WISELI search workshops. Of these, fourteen attended pilot workshops<sup>4</sup> organized in the summer of 2003, while all other participants attended the formal workshop(s) begun in spring 2004. While the workshop series was designed for search committee chairs, participation in the workshop training was open to others involved in the search process including department chairs, search committee members, and administrative support staff. Eighty-two percent of the participants hold faculty appointments, which suggests that the majority have served as search committee chairs or members, or both.

The group of past workshop participants represents at least 69 departments and several administrative units from across the University of Wisconsin-Madison campus. The distribution of faculty participants across institutional units is summarized in Table 1.

<sup>3</sup> <http://wiseli.engr.wisc.edu/initiatives/hiring/SearchBook.pdf>

<sup>4</sup> Pilot workshop members were not asked to participate in the formal program evaluation reported here, thus pilot participants are excluded from the count of participants elsewhere in this report unless otherwise noted.

**Table 1.**  
**Search Workshop faculty participants, by UW-Madison School or College<sup>5</sup>**

School or College	Faculty participants	% of faculty
College of Agriculture and Life Sciences	14	5.2
College of Engineering	21	11.6
College of Letters and Science	51	6.3
Medical School	31	8.8
School of Pharmacy	5	17.8
School of Veterinary Medicine	4	7.6
<i>Total</i>	127	7.4

An alternate categorization, by scholarly division, is presented in Table 2. The concentration of faculty participants in the physical and biological sciences and their major institutional units (College of Engineering, Veterinary School, and Schools of Medicine and Pharmacy) reflect WISELI's focus on transforming the institutional culture to advance the participation of women in science and engineering fields.

**Table 2.**  
**Search Workshop faculty participants, by division<sup>6</sup>**

Division	Faculty participants	% of faculty
Physical Sciences	31	6.7
Biological Sciences	55	7.2
Social Studies	21	3.5
Humanities	19	5.0
<i>Total</i>	126	5.7

The gender of workshop participants is detailed in Table 3. Overall, about 28% of faculty workshop participants were female. This is consistent with the representation of women on the UW-Madison faculty overall (27%) and the expected gender distribution (about 25% female), taking into account the concentration of faculty participants in the physical and biological sciences.

**Table 3.**  
**Search Workshop participants, by gender**

	Male		Female	
	N	%	N	%
Faculty participants	91	71.7	36	28.3
All participants	97	63.0	57	37.0

<sup>5</sup> School and College faculty data from the 2004-2005 *Data Digest*; faculty counts include only pay-rolled employees (i.e., excludes faculty with zero-dollar appointments or who are paid wholly through administrative appointments).

<sup>6</sup> Uses WISELI-defined divisional categories; divisional faculty data from the 2004 *Annual Report of ADVANCE program for University of Wisconsin-Madison* (Institutional data, Table 1). Faculty counts include faculty with zero-dollar appointments or who are paid wholly through administrative appointments.

Workshop participants' faculty and leadership titles are presented in Table 4. The majority of participants have been full professors, who are more frequently involved in hiring decisions and tend to fulfill leadership roles in the hiring process, as compared to junior faculty. About 20% of faculty participants were serving as chair of their department and three participants occupy campus leadership positions.

**Table 4.**  
**Search Workshop faculty participants, by title**

Title	N	%
Assistant Professor	2	1.6
Associate Professor	29	23.0
Professor	95	75.4
Department Chair	26	20.5
Dean or Chancellor (all ranks)	3	2.4

Overall, participation in the first two years of search workshop tends to suggest WISELI's was successful in reaching its target audience: faculty members involved in hiring decisions, especially those in the biological and physical sciences. Furthermore, the wide representation of faculty members from different departments – at least one individual from 60% of physical and biological science departments went through the training – supports the conclusion that the reach of the workshops was broad.

## Evaluation Methods and Results

### Method 1: Immediate Evaluations of the Workshops

At the conclusion of the workshop meetings, participants were asked to evaluate their experience by completing a hard-copy survey at the end of the session or online (see Appendix A for a copy of this survey). In particular, we sought feedback on the value of each topic covered, other topics the participants wanted covered, suggestions from the workshop participants, and how WISELI might improve the workshop experience in the future.

### ***Respondents***

Sixty-five of the 153 participants who were asked to complete an evaluation survey did so, yielding a response rate of 42%. The demographic characteristics of respondents are summarized in Tables 5 and 6. Comparing the self-reported campus titles of respondents to those of all workshop participants suggests that respondents are reasonably similar to the overall population.<sup>7</sup> About 75% of respondents reported a faculty title, while 82% of workshop participants were identified as faculty members. Similarly, 27% of respondents identified their campus role as including a leadership position (i.e., department chair, section head, dean) as compared to 19% of participants overall who were identified as such. While it is plausible that some groups might

<sup>7</sup> Different methods were used to identify the characteristics of workshop participants as compared to survey respondents. Participants' campus titles were identified through a campus directory. Survey respondents were asked to self-identify their campus role in an open-ended response.

be over or underrepresented amongst survey respondents, the distribution of campus titles suggests that the two groups are similar.

**Table 5.**  
**Reported title or campus role, all respondents**

	N	%
Faculty member	47	74.6
Administrative	11	17.5
Other	5	7.9
Leadership position	17	27.0

**Table 6.**  
**Reported role on search committee, all respondents**

	N	%
Search Committee chair	35	54.7
Search Committee member	17	26.6
Administrative	8	12.5
Department chair	5	7.8

### ***Quantitative Results***

Respondents were asked to rate the value of each workshop component on a scale from one to three, with one representing *not at all valuable*, two representing *somewhat valuable*, and three representing *highly valuable*. Space was also provided for respondents to detail additional comments for each item, although this was seldom utilized. The distribution of responses to the scaled items are summarized in Tables 7a to 7g.

**Table 7a.**  
**Evaluation of “Introduction” workshop component, response distribution<sup>8</sup>**

	N	%
1 – Not at all valuable	0	0.0
2 – Somewhat valuable	23.5	36.2
3 – Very valuable	32.5	52.5
Did not respond	5	13.9

**Table 7b.**  
**Evaluation of “Run an Effective and Efficient Search Committee” workshop component, response distribution**

	N	%
1 – Not at all valuable	2	3.1
2 – Somewhat valuable	21.5	33.1
3 – Very valuable	36.5	56.2
Did not respond	5	7.7

<sup>8</sup> The higher non-response rate for the “Introduction” and “Run an Effective and Efficient Search Committee” components owes to multiple session workshops. Several respondents indicated that they were unable to recall early workshop components and were thus unable to assign a rating.

**Table 7c.**  
**Evaluation of “Actively Recruit a Diverse and Excellent Pool” workshop component, response distribution**

	N	%
1 – Not at all valuable	1	1.6
2 – Somewhat valuable	23.5	36.2
3 – Very valuable	37.5	57.7
Did not respond	3	4.6

**Table 7d.**  
**Evaluation of “Raise Awareness of Unconscious Assumptions and their Influence” workshop component, response distribution**

	N	%
1 – Not at all valuable	1	1.6
2 – Somewhat valuable	11.5	17.7
3 – Very valuable	49.5	76.2
Did not respond	3	4.6

**Table 7e.**  
**Evaluation of “Ensure a Fair and Thorough Review of Candidates” workshop component, response distribution**

	N	%
1 – Not at all valuable	0	0.0
2 – Somewhat valuable	24.5	33.7
3 – Very valuable	37.5	57.7
Did not respond	3	4.6

**Table 7f.**  
**Evaluation of “Develop and Implement an Effective Interview Process” workshop component, response distribution**

	N	%
1 – Not at all valuable	2	3.1
2 – Somewhat valuable	23	35.4
3 – Very valuable	38	58.4
Did not respond	2	3.1

**Table 7g.**  
**Evaluation of “Close the Deal Successfully” workshop component, response distribution<sup>9</sup>**

	N	%
1 – Not at all valuable	1	3.3
2 – Somewhat valuable	10	33.3
3 – Very valuable	17	56.7
Did not respond	2	6.7

<sup>9</sup> This component included in some workshops. Where this component was excluded, respondents were not asked to evaluate it. Thirty respondents are included in the total sample population for this item.

Overall, responses tend to suggest that the vast majority of workshop participants found all workshop elements *somewhat* or *very valuable*. No more than two individuals (about 3% of respondents) assigned any one component the lowest rating of *not at all valuable*. The “Raise Awareness of Unconscious Assumptions and Their Influence” component received the highest overall ratings, with 76.2% of respondents rating it *highly valuable*. For all other workshop components, ratings were quite similar. On average, all other workshop components were assigned a rating of 2.57 to 2.60 (see Table 8).

**Table 8.**  
**Average evaluation of workshop components, rank ordered**

	Mean
Raise Awareness of Unconscious Assumptions and their Influence	2.78
Ensure a Fair and Thorough Review of Candidates	2.60
Actively Recruit a Diverse and Excellent Pool	2.59
Run an Effective and Efficient Search Committee	2.58
Introduction	2.58
Develop and Implement an Effective Interview Process	2.57
Close the Deal Successfully	2.57

We also asked respondents to provide an overall rating for the workshop, using a one to three scale. In this case one represented *not at all useful*, two represented *somewhat useful*, and three represented *very useful*. Responses to this item are summarized in Table 9. A majority of respondents indicated that the workshop, overall, was very useful and none suggested that it was of no use. The mean response for this item was 2.62.

**Table 9.**  
**Overall evaluation of the Search Committee Workshop, response distribution**

	N	%
1 – Not at all useful	0	0.0
2 – Somewhat useful	19.5	30.0
3 – Very useful	42.5	65.4
Did not respond	3	4.6

Finally, we also asked respondents whether or not they would recommend the search workshop to others. Responses were recorded as either *yes* or *no* and space was provided for individuals to comment on their answers. The distribution of binary responses is summarized in Table 10 and open-ended comments have been incorporated into a discussion of qualitative themes, below.

**Table 10.**  
**Willingness to recommend the Workshop to others, response distribution**

	N	%
Yes, would recommend	58	89.2
No, would not recommend	0	0.0
Did not respond	7	10.8



Again, responses suggest a high perception of the workshop experience. The vast majority of respondents (89.2%) indicated that they would recommend the workshop to others. No individuals said they would not recommend the workshop.

Taken as a whole, responses to this portion of the survey provide evidence to suggest that many or most workshop participants would likely rate their workshop experience as *somewhat to very useful or valuable*. These responses also suggest that the “Raise Awareness of Unconscious Assumptions and their Influence” workshop component is generally perceived to be the best aspect of the workshop. Other workshop components are often viewed as similarly useful, but are not viewed as highly as the Assumptions component.

### ***Qualitative Results***

In an effort to enrich the scaled portions of the survey, we incorporated multiple open-ended items. These provided respondents an opportunity to comment on any of the workshop components, their overall experience, and how we might improve the workshop in the future. Responses to the various open-ended questions were similar in content and tended to cluster into two types: evaluations of the most valuable aspects of the workshop and suggestions for improving the workshops in the future. For this analysis, open-ended responses have been grouped along these two dimensions and coded into thematic clusters.

Respondents’ evaluations of the most valuable aspects of the workshop revealed nine predominant themes:

- *Recognition of unconscious bias and assumptions* – The most common theme in respondents’ remarks (35%) was that the workshop raised awareness of unconscious biases and assumptions and how this might affect the search.
  - “Everyone brings a perception/bias to the search committee.”
  - “Avoiding bias in looking at applications”
  - “Raised awareness of biases”
- *Ways to improve the search and interview processes* – Many respondents (28%) suggested that the workshop provided useful suggestions and strategies to improve the search and interview processes.
  - “Effective strategies to diversify applicant pool”
  - “Better interviewing strategies”
  - “Very helpful advice regarding recruiting strategies”
  - “Having members of search committee ask same set of questions to all applicants”
- *Legal and procedural aspects of the search process* – Many respondents (27%) indicated that the workshop improved their understanding of the legal and procedural aspects of the search process.
  - “Better technical understanding of open meetings law and other formal requirements”
  - “A clearer idea of the legal aspects of the search”
  - “Emphasis on confidentiality”



- *Overview and design of the search process* – Respondents often (20%) noted that the workshop’s attention to the ‘broad picture’ of the search process was valuable and could be applied in their capacity on the Search Committee.
  - “So key to be thoughtful well ahead of time about structure and process”
  - “How to design a search process”
- *Attentiveness to communication* – Some respondents (15%) indicated that the workshop raised their awareness of the importance of communication in the search process.
  - “Be more proactive at comm[unicating]”
  - “Importance of phone interviews/direct contacts”
  - “Communicate frequently and quickly with candidates”
- *Resources for assistance on and off campus* – Some respondents (13%) remarked that the workshop increased their awareness of diversity and recruiting resources available both on and off campus.
  - “Much better awareness of UW resources for recruiting”
  - “Accessing diversity information (need to)”
- *Inter-departmental networking and feedback* – Some respondents (12%) commented that the workshop’s small-group discussions provided a venue for networking and receiving feedback on search strategies from faculty in different departments.
  - “It was nice to share experiences with other search committees”
  - “How other departments run their hiring committee (from table disc[ussion])”
  - “Enjoyed discussion[s] with diverse faculty”
- *Workshop guidebook* – A few respondents (10%) remarked that they felt the “Searching for Excellence and Diversity: A Guide for Search Committee Chairs” guidebook was a useful resource.
  - “The red book will be a good resource – thanks”
  - “Thank you for the updated, comprehensive workbook”
- *Better understanding of diversity* – Respondents seldom (7%) noted that the workshop had helped them to better understand and/or explain to others the significance and meaning of diversity in hiring.
  - “New ways to communicate/explain the importance of diversity”
  - “Better awareness of what is meant by searching for diversity and better ways to explain that we do not trade quality for diversity”

Fewer respondents provided feedback on how WISELI might improve the search workshops in the future, than discussed the most valuable aspects of the workshop. Nonetheless, a number of emergent themes can be identified in these responses. Respondents made six primary suggestions on how the workshops might be improved or implemented differently in the future.

1. *More best practices and ways to implement the message* – The most frequent suggestion, made by 12% of respondents, was that the workshop incorporate more “best practices” and focus more on how to actually implement diversity in the search process.

- “Seeking diversity candidates – methods used successfully”
  - “More direction in how to solicit best candidates”
  - “Where to recruit diverse groups – what’s been successful”
  - “I think I expected deeper discussion/specific resources on ‘diversity’”
2. *Rebalance discussion of search process* – Ten percent of respondents suggested that the discussion of the search process and procedures be rebalanced in future workshops. Suggestions were mixed with regards to the direction of the rebalancing: two respondents suggested that this portion of the workshop be truncated, while four suggested that we expand the discussion.
- “Stick to diversity, not search in general”
  - “Much focus on search process that I probably would have found more helpful when I was initially asked to chair the committee”
  - “More discussion on how to organize the search process”
  - “[More on] specific ‘rules’ to legally apply”
3. *Expand participation in the workshops* – Some respondents (10%) remarked that they felt more faculty should participate in the workshops, with one even suggesting that the workshops should become permanently institutionalized.
- “Members of hiring committees should be encouraged to attend”
  - “Offer [the workshop] to more than just search committee chairs”
  - “I’d definitely recommend that this [workshop] become permanent, standard UW operating procedure”
4. *Allocate more time to the workshop* – Eight percent of respondents suggested that there was not enough time to fully delve into the workshop issues and that this shortage of time hindered discussion. Some suggested that the workshop be extended to a longer time format.
- “Time was too short for some of the discussions”
  - “Activities [were] so short that [it] reduced effectiveness”
  - “We do need more time to fully cover all of this [material]”
  - “I wonder if a series of 2-3 workshops, each dealing with a stage of the process, might be more productive”
5. *Incorporate more discussions and peer interactions into the workshop* – Many respondents noted that the small-group discussions were a highly valuable aspect of the workshop. Five percent suggested that future workshops incorporate more discussion and peer-interactions.
- “Keep as much interaction as possible”
  - “More group discussions”
6. *Include more discussion of diversity* – Respondents seldom (3%) suggested that the workshop more explicitly address what diversity means and how it relates to the search process.
- “[Include a] definition of diversity”

## ***Summary***

Taken together, responses to the workshop survey provide useful feedback on participants' experiences. Both the quantitative and qualitative results indicate the workshop's focus on raising awareness of inherent biases and their influence on the evaluation of applicants was found to be the most valuable aspect by many participants. This suggests that the research-based approach WISELI took to the topic was highly successful.

The themes raised in qualitative comments also tend to support several other conclusions. While many respondents asserted that they found the workshop's suggestions on how to revise the search and interview processes to promote diversity to be helpful, others also commented that they would like to see more practical suggestions and best practices for diversifying the applicant pool incorporated into the workshop. A similar contrast was found in respondents' evaluation of the search process and procedures elements. Some indicated that they found the emphasis on the legal procedures and formal aspects of search committee work very useful. Others, however, noted that they were already familiar with this material and suggested it might be better directed at new search committee chairs.

Several comments regarding the workshop structure could also be taken into account when designing future workshops. A few individuals noted that the training could be more effective if allotted more time, perhaps over several themed sessions. This suggests that on-going evaluation efforts should be aimed at comparing the experiences and outcomes of the different workshop formats. This is currently impossible, due to the low numbers of participants found in several formats. A few comments also supported expanded workshop participation, particularly to include search committee members. This suggestion should be weighed against evidence that identification as a search committee member is negatively correlated with respondents' overall evaluation of the workshop.<sup>10</sup> It is plausible that search committee members may find the workshop focus misaligned with their search committee role.

## **Method 2: Follow-up Survey to Assess Impact of the Search Workshops**

In an effort to evaluate what, if any, substantive impact the search committee training has had on hiring practices, we administered an electronic survey to past workshop participants (see Appendix B for a copy of this survey). This survey asked respondents to report how, if at all, the training they had received had changed the process and outcome of a post-workshop search. In particular, we were interested in identifying how participants had changed their behaviors during the recruitment, applicant screening, and interview stages of the search.

## ***Respondents***

A request to complete the electronic survey instrument was sent by email to 116 participants who had completed the Search Workshop through November 2005. Response to the request was low, with only 29 persons completing the survey. Of these, six were excluded because the respondents

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<sup>10</sup> Identification as a search committee member is negatively correlated with both mean rating of all workshop components ( $\rho=-0.15$ ) and overall rating ( $\rho=-0.23$ ). Identification as a search committee chair was positively correlated with both measures ( $\rho=0.20$  and  $\rho=0.06$ ).

indicated that they had not participated in a search since completing the workshop.<sup>11</sup> The overall response rate was thus approximately 20% (see Table 11).

**Table 11.**  
**Follow-up Survey Response Rate**

	N
Past workshop participants	116
Responses	29
Excluded responses	6
<i>Total response rate</i>	19.8%

The demographic characteristics of respondents are similar to the sample population as a whole. The distribution of genders, titles/ranks, and UW-Madison school or college affiliation among respondents is consistent with the group of past workshop participants as a whole. Considering other characteristics, some types of workshop participants may be over or under represented among respondents. Both the most recent and initial pilot workshop participants more often returned a valid survey than other workshop cohorts (26% and 40%, respectively, versus 16% for all others). Participants who had been trained in an individual workshop session infrequently responded to the survey as compared to group workshop participants (5% vs. 23% total response).

Given the low response and the relatively small initial sample population, it is necessary to proceed cautiously in interpreting the survey data. As noted, while the general characteristics of the respondents are consistent with the overall population of past workshop participants, there may be some systematic variation in survey responses. To address this possibility, the general themes identified here are verified within the over- and under represented groups wherever possible.

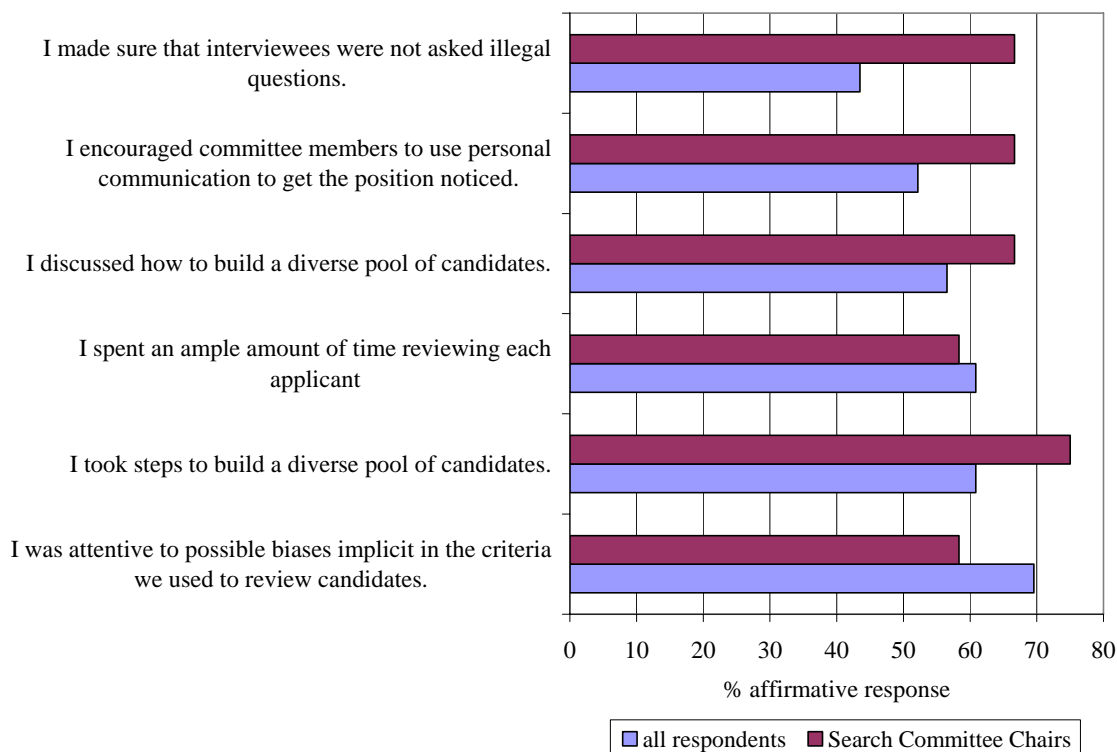
Before proceeding to ask respondents to evaluate their post-workshop search experience, we asked them to describe the characteristics of the candidate being sought. Most indicated that they were searching for a faculty member (86%), most commonly at the junior or all levels (50% and 23%, respectively) and rarely at the senior level (9%). The remaining searches were described as seeking administrators (14%). The majority of searches required a PhD as a minimum qualification (67%), while some required a health sciences advanced degree (MD, PharmD, or DVM required by 29% of searches).

### ***Implementing Workshop Strategies***

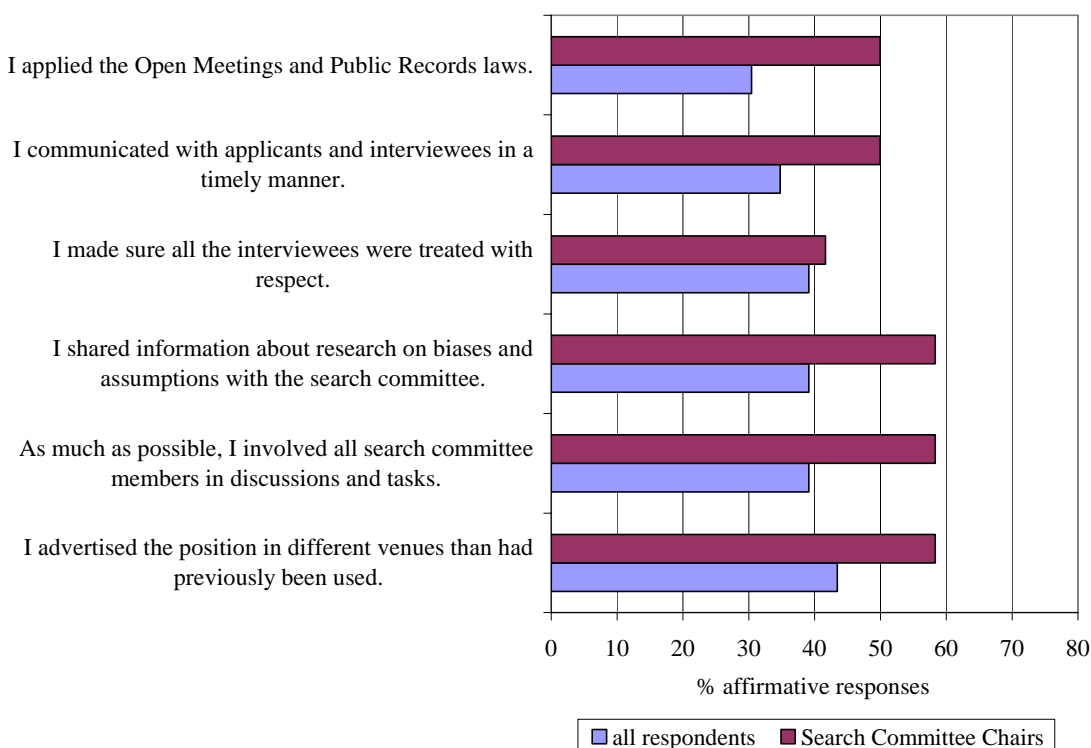
We asked respondents to evaluate the impact of their Search Workshop training in a variety of ways. First, we asked respondents to indicate whether they had undertaken any of the Workshop's suggested actions to improve hiring practices. A list of 17 action items, any of which could be checked, followed the question: ***“Which of the following did you do as a result of participating in the search workshop(s)?”*** The distribution of responses is presented in Figures 1a to 1c.

<sup>11</sup> A number of individuals who received the survey replied separately and requested that the survey be sent again once they had completed a search (spring 2006).

**Figure 1a: Changes in search committee behavior attributable to Workshop training, self-reports of past participants; most common responses**



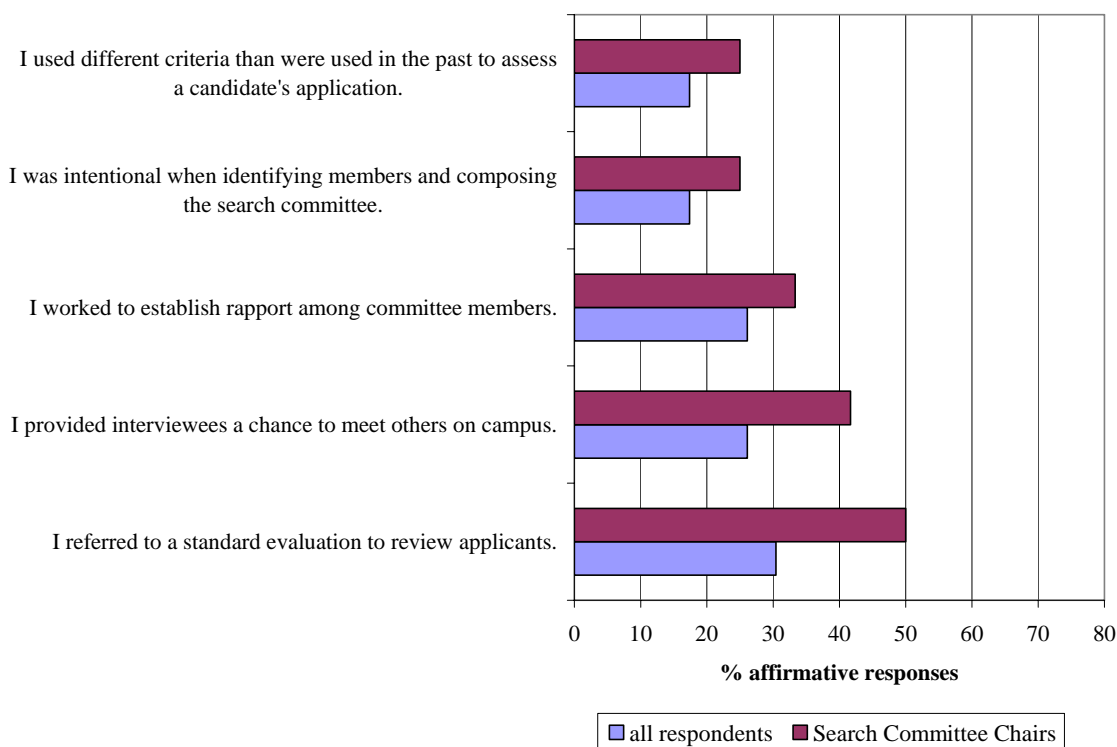
**Figure 1b: Changes in search committee behavior attributable to Workshop training, self-reports of past participants; moderately common responses**



Responses to this question suggest that the Search Workshops were most effective in motivating changes in the recruitment/pool building and applicant evaluation/interview phases of search committee work. A majority of respondents affirmed that they had undertaken suggested strategies to enlarge and increase the diversity of the candidate pool as well as ways to reduce the impact of implicit biases on candidate evaluation. This tends to suggest that search committees may tend to be unaware of these strategies, which can be readily translated from training to implementation (see Figures 1a and 1b).

These responses also suggest that the Search Workshops were least effective at encouraging changes in the composition of search committees, the method and tenor of search committee meetings, and the criteria used to evaluate applicants and candidates. This might suggest that these strategies were already incorporated into search committee practices prior to workshop training or that participants encountered obstacles to implementing these strategies (see Figure 1c).

**Figure 1c: Changes in search committee behavior attributable to Workshop training, self-reports of past participants; least common responses**



Overall, responses also suggest that past workshop participants who chaired a search committee were more likely to implement Workshop strategies as compared to participants who played other roles on a search committee. This is consistent with the leadership role of the search committee chair and with the Workshop's focus on training search committee chairs.

## ***Broad Impact***

Second, we asked respondents to describe in their own words how, if at all, their post-workshop search experience differed from previous experiences. In particular, several questions asked respondents to discuss how their training had impacted several aspects of the search process and outcomes as well as the overall process. Considered together, responses were suggestive of several themes.

Many respondents attributed changes in their behavior vis-à-vis the search committee to participation in the workshop. The changes they perceived are summarized below and illustrated using quotations culled from survey responses.

- *More attention to diversity in the search process, generally* – More than a third of respondents (35%) indicated that the workshop had raised their awareness of diversity issues, had helped them to better articulate the benefits of diversity, or had focused their attention on addressing implicit biases in the search process.
  - “I was better able to articulate the position that ‘best’ encompasses many attributes besides research prowess – including the ways in which an applicant could ‘stretch’ or ‘challenge’ the department and could recruit and retain underrepresented classes of students.”
  - “The workshop was very helpful in putting the issue of diversity on the agenda. It helped that several committee members also attended the workshop.”
- *Revised methods of candidate evaluation* – Again, more than one-third of respondents (35%) reported that the search committee had altered the candidate evaluation procedures so as to minimize the impact of implicit biases and that this change had resulted from their Workshop training.
  - “A more thorough evaluation process was used.”
  - “This workshop made me more aware of the biases which exist in the interview process. I kept this concept in mind when reviewing the applications and interviewing the candidates.”
- *Proactive recruitment* – Some respondents (22%) described how their search committee had taken steps suggested in the Workshop to proactively recruit a larger and more diverse pool of candidates.
  - “[The committee] advertis[ed] in journals and on web sites which would assist in resulting in a more diverse candidate pool.”
  - “Proactive recruitment to enhance diversity of the pool.”
- *Changed composition of the search committee* – A few respondents (9%) indicated that they had made efforts to change the composition of the search committee to broaden faculty participation.
  - “The people who served on the search committee were more diverse in science background and gender than some.”
  - “Screening was in the hands of a full committee as opposed to a few dept. members.”



- *Qualifications for the position revised* – A few respondents (9%) stated that because of the Workshop training, the required qualifications for the position were changed.
  - “We added a statement in the qualifications, indicating that the candidate should be active in promoting diversity within the profession.”
- *No behavior changes* – Some respondents (13%) attributed no behavioral changes to their Workshop participation.
- “Not different; we have always looked for the best person.”
- “We had most of the suggestions already in place [before the workshop].”

Other respondents highlighted how the Search Workshop had changed their attitudes and knowledge with regards to diversity in hiring and the search process more generally. These reported changes highlight three attitudinal and knowledge impacts of the Workshop.

- *Attitudes towards and knowledge about diversity*- – The approximately one-third of respondents (35%) who indicated that their behaviors had become more attuned to addressing diversity and bias issues also typically described how this change was linked to the increased knowledge about and concurrent attitude shifts regarding diversity in hiring.
  - “My sensitivities about gender assumptions have been raised. I’m more careful about how I consider potential applicants who may be different [with regards to] diversity.”
- *More knowledgeable about the search process and campus resources for search committees* – Some respondents (17%) reported that they had gained new insight into the rules, procedures, and legalities for searches and the resources available on the UW-Madison campus to assist search committees.
  - “I was much better informed on how to do a search. In the past, we were told to search, but there was never a guideline to follow. This is the first time in my [more than two decades] here where I actually received some education in the process of chairing a search.”
  - “I knew more about the resources and legalities.”
- *No attitude or knowledge changes* – A few (9%) respondents reported that their attitudes had not changed nor had they gained any new knowledge as a result of their workshop participation.
  - “The workshop added nothing to what I knew before.”

Finally, a number of respondents commented on how the behavioral and attitudinal changes they attributed to their Workshop training had affected the outcome of their searches. On this point many respondents were decidedly more negative than on others, with many (39%) seemingly describing a frustrating situation in which they had undertaken to revise the search process in hopes of attracting more diverse candidates but ultimately arrived at a similar outcome as ‘traditional’ searches they had participated in previously. Some respondents however indicated that their revised search strategy had resulted in a more diverse (17%) or larger (9%) pool of candidates.

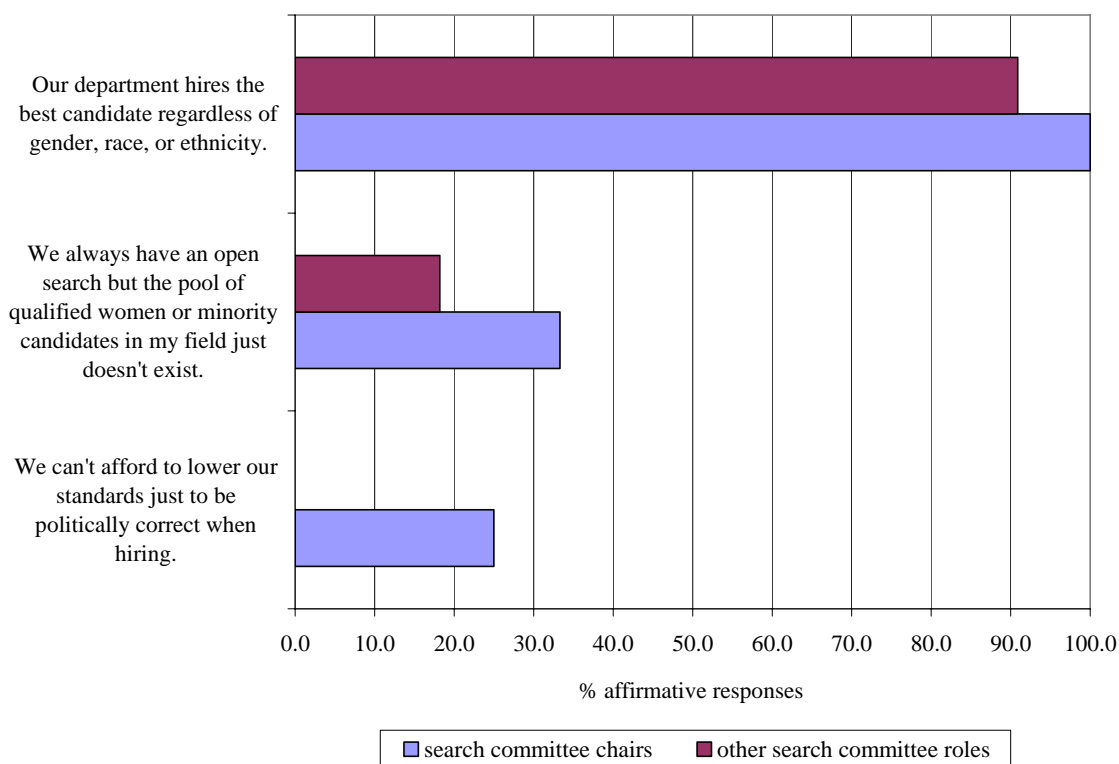


Third, we asked respondents to indicate what common assumptions about diversity in hiring they had encountered in their post-workshop search committee experience and to evaluate whether or not the Workshop had provided them with tools to address these assumptions. We provided a list of eight common assumptions and asked, *“Which of the following assumptions did you feel were either implicit or explicit in the process of working with your search committee?”*

Nearly all respondents (96%) indicated that in their post-Workshop search experience they had encountered the assumption that all department hiring decisions are based solely on merit. Some also indicated that they had encountered assumptions that efforts at diversity in hiring are thwarted by the lack of diverse candidates rather than search strategies (26%) and that standards should not be ‘lowered’ in order to allow for diversity in hiring (13%). No more than one individual reported encountering any of the other five assumptions on our list.

Comparing the responses of search committee chairs to individuals who played other roles on search committees reveals that chairs were more likely to report encountering assumptions about diversity in hiring (Figure 2). This might tend to suggest that search committee chairs are more perceptive with regards to the assumptions prevalent among search committee members or that such assumptions are more likely to be revealed by members to a chair. In either case, this suggests that search committee chairs may tend to be better placed to address and dispel these common assumptions about diversity in hiring.

**Figure 2: Most commonly encountered assumptions about diversity in hiring, self-reports of past workshop participants**



We also asked respondents: “Did you feel prepared to address these assumptions due to participating in the workshop?” Nearly all respondents (95.5%) agreed that the workshop had provided tools to address assumptions about diversity in hiring. This agreement was consistent across search committee chairs and other search committee roles.

Finally, we asked respondents to evaluate how their Workshop training had impacted the search committee experience overall. We asked, “*Overall, do you feel you did a better job in this search process due to participating in the search workshop(s)?*” Many (83%) agreed that their workshop training did positively affect their search committee work. Both search committee chairs and other members indicated a similar level of agreement (see Table 12).

**Table 12.**  
**Self-reported improvement in search process as a result of workshop participation, by all respondents and search committee chairs**

	Agree	
	N	%
All respondents	19	82.6
Search committee chairs	10	83.3

### *Summary*

Overall, the follow-up survey provides valuable feedback that highlights how past participants have utilized the training they received in the search workshop. Many report changes in their behaviors and attitudes in post-workshop search experiences. Nearly three times as many respondents indicated that the workshop raised their awareness and attentiveness to diversity in the search process than indicated no substantive change in their post-workshop behaviors or attitudes. A majority of respondents agreed that they feel better equipped to address common assumptions about diversity in hiring and that their workshop training had enabled them to conduct a better search than they had in the past.

Despite these changes, many also report few changes in search outcomes. More respondents reported no change in their post-workshop pool than reported a substantive change. One interpretation of this finding is that search committees encounter obstacles in implementing the spectrum of alterations suggested in the workshop. That many more respondents reported more behavior and attitudinal changes with regards to diversity generally as compared to recruitment and candidate evaluation specifically. Alternatively this may also suggest that the interventions are only able to affect limited change in the short-term. Ongoing evaluation efforts should aim to discriminate between these two possible explanations and to identify programmatic modifications that might encourage further, specific changes in search practices.

## Conclusions and Recommendations

In summary, three broad conclusions about WISELI's search workshops emerge. First, the workshop initiative has been highly successful in accomplishing its goal of raising the awareness about diversity in hiring and the impact of implicit biases on candidate evaluation. The workshops have reached a broad audience, with a special emphasis on science and engineering departments. A large majority of survey respondents indicated that this aspect of the workshop was highly valuable and had a meaningful effect on their post-workshop search committee experience. The evidence-based approach to raising awareness on diversity and bias has been effective in accomplishing a critical aim of the workshop.

Second, the workshop has been partially successful in providing practical, 'implementable' strategies to improve the hiring practices of faculty and administrative search committees. Survey respondents indicated both that they found the workshop's suggested strategies and resources to be a valuable aspect of the workshop and that they sought additional information on best practices for promoting excellence and diversity in hiring. One interpretation of this mixed finding is that the workshop is not adequately tailored to the varied needs of the departments reached. Additional efforts might be aimed at tailoring workshops to the special circumstances of different audiences, possibly by utilizing facilitators from related departments or providing supplemental discipline-specific resources.

Finally, the workshop's effect on short-term hiring outcomes remains unclear. Evidence from the follow-up survey suggests that search committees may encounter obstacles to changing candidate evaluation, and to a lesser degree, recruitment practices. Future workshops should seek to incorporate on-going feedback on what strategies have and have not been successful in overcoming these obstacles. On-going evaluation efforts should be directed towards identifying these best practices and under what circumstances they can be expected to be most effective.

## Appendix A: WISELI Search Workshops Evaluation Form

Your title or role on campus: \_\_\_\_\_

Your role on the search committee: \_\_\_\_\_

**1**

Please rate the value of each of the following aspects of the workshop using the scale from 1-3. Also, feel free to include additional comments about the presentation or small-group discussions:

	1 Not at all Valuable	2 Somewhat Valuable	3 Very Valuable
<b>Introduction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Run an Effective and Efficient Search Committee</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Actively Recruit a Diverse and Excellent Pool</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Raise Awareness of Unconscious Assumptions and their Influence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Ensure a Fair and Thorough Review of Candidates</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Develop and Implement an Effective Interview Process</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>Close the Deal Successfully</b>			

Comments:




**2**

Please identify up to three things that you gained at this workshop and will apply in your role as Chair or as a member of a search committee:

**3**

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

**4**

What topics did you hope would be covered in this workshop, yet were not?

**5**

Please provide an overall rating for this workshop.

Not at all Useful

Somewhat Useful

Very Useful




**6**

Would you recommend this workshop to others? Why or why not?

**7**

Any other comments?

## Appendix B: Search Committee Workshops Survey of Outcomes

1

Please indicate the format of the search workshop(s) you attended:

☐ Individual meeting with facilitator

☐ One session

☐ Two sessions

☐ Three sessions

☐ Other, please describe:

To answer these next questions, please think about the search process that immediately followed your participation in the search workshop(s).

2

Please identify your role on the search committee or in the search process:

☐ Search committee chair

☐ Search committee member

- ☐ Department chair
- ☐ Search committee support staff
- ☐ Department administrator
- ☐ Human resources manager
- ☐ Other, please describe:

### 3

Please identify the characteristics of the person you were searching for:

Title:	<input type="text"/>
Discipline(s):	<input type="text"/>
Degree(s) needed:	<input type="text"/>
Other:	<input type="text"/>

### 4

Which of the following did you do as a result of participating in the search workshop(s)? *Check all that apply.*

- ☐ I was intentional when identifying members and composing the search committee.

- ☐ I worked to establish rapport among committee members.
- ☐ As much as possible, I involved all search committee members in discussions and tasks.
- ☐ I applied the Open Meetings and Public Records laws.
- ☐ I discussed how to build a diverse pool of candidates.
- ☐ I took steps to build a diverse pool of candidates.
- ☐ I advertised the position in different venues than had previously been used.
- ☐ I encouraged committee members to use personal communication to get the position noticed.
- ☐ I shared information about research on biases and assumptions with the search committee.
- ☐ I referred to a standard evaluation to review applicants.
- ☐ I used different criteria than that used in the past to assess a candidate's application.
- ☐ I spent an ample amount of time reviewing each applicant.
- ☐ I was attentive to possible biases implicit in the criteria we used to review candidates.
- ☐ I communicated with applicants and interviewees in a timely manner.
- ☐ I made sure that all interviewees were treated with respect.



- ☐ I provided interviewees a chance to meet others on campus.
- ☐ I made sure that interviewees were not asked illegal questions.
- ☐ Other:

5

Please identify any other things you did differently in this particular search, as compared to past search experiences, due to participating in the workshop(s).

6

Which of the following assumptions did you feel were either implicit or explicit in the process of working with your search committee? *Check all that apply.*

- ☐ Our department hires the best candidate regardless of gender, race, or ethnicity.
- ☐ We always have an open search but the pool of qualified women or minority candidates in my field just doesn't exist.
- ☐ We have always searched in this way and we are one of the top research universities; changing the way we search might lower the quality of our faculty.

- ☐ We really don't need to work at identifying women and minorities because they are having their doors beaten down by recruiters.
- ☐ No minority or women candidate would want to come here because they would not have a critical mass of others like themselves.
- ☐ We strive to maintain a gender-blind, color-blind meritocracy; therefore it would be unfair to be extra aggressive in our faculty recruitment of women and minorities.
- ☐ This department has enough diversity represented in the faculty.
- ☐ We can't afford to lower our standards just to be politically correct when hiring.

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7

Did you feel prepared to address these assumptions due to participating in the workshop?

Why or why not?

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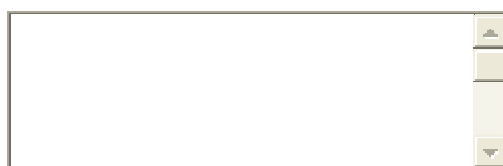
8

How was this SEARCH PROCESS different, if at all, from ones you have participated in previously?



9

How was the CANDIDATE POOL different, if at all, from ones you have had previously?



10

How was the SCREENING PROCESS different, if at all, from ones you have participated in previously?



11

Overall, do you feel you did a better job in this search process due to participating in the search workshop(s)?

YES NO

Why or why not?



  
12

Please identify your school or college:

- ☐ College of Engineering
- ☐ School of Medicine
- ☐ College of Agricultural and Life Sciences
- ☐ College of Letters and Sciences
- ☐ School of Pharmacy
- ☐ School of Veterinary Medicine
- ☐ Other:

**WISELI Research/Evaluation Report:**

Benting, Deveny and Christine Maidl Pribbenow.  
March 14, 2006. “Survey Results of WISELI’s  
‘Implementing Training for Search Committees’  
Workshops for the Wisconsin Technical College  
System.

**Survey Results of WISELI's  
“Implementing Training for Search Committees”  
Workshop for the Wisconsin Technical College System**

*Submitted to:*

Molly Carnes  
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*Submitted by:*

Deveny Benting  
Christine Maidl Pribbenow  
**WISELI Evaluators**

**March 14, 2006**

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## **Section I: General Information**

### **BACKGROUND**

In late 2005 Wanda Sloan of the Wisconsin Technical College System Human Resources Diversity/Staff Development Office contacted Angela Byars-Winston, a professor of Counseling Psychology at the University of Wisconsin-Madison, to ask her to present a workshop to WTCS Human Resources officers on hiring for diversity. Byars-Winston was unable to lead the workshop at that time; however, through her work with the Wisconsin Alliance for Minority Participation, and because of WISELI's close ties with WiscAMP, she was familiar with WISELI programs and directed Sloan there. WISELI had already developed and was running the particular type of program that Sloan had been requesting from Byars-Winston.

Shortly thereafter Jenn Sheridan, executive and research director of WISELI, was invited to present an overview of WISELI's "Training the Trainers" hiring for diversity workshop program to the WTCS Affirmative Action/Equal Employment Office representatives from all the WTCS institutions. After the meeting those representatives returned to their schools and chose groups to attend the workshop.

The day-long workshop was held at the Madison Area Technical College Downtown Education Center on January 26, 2006. Most of the agenda was the same as that of a previous "Training the Trainers" workshop held in June 2005 for UW-Madison faculty and staff. Approximately 60 people attended the workshop, with 51 of those being actual participants in the workshop (i.e., not presenters, facilitators, evaluators, etc.).

### **METHODS**

A survey, which included both closed and open-ended questions, was sent to the workshop participants on January 27, the day immediately following the training. On February 7, a reminder was sent to all the participants asking those who had not yet completed the survey to do so. As of February 22, 37 out of 51 people completed the survey for a response rate of 73%.

In the following report, the data are categorized into four sections:

- Value of the Workshop;
- Increase in Skills;
- Plans for Institutional Application; and
- Expectations, General Comments and Ideas for Improvement.

In each section, relevant questions and responses are reported in various formats, using tables or bulleted items. The bulleted items are the EXACT wording from the surveys; only minor editing and categorizing occurred with the open-ended comments. In this way, the reader knows how many comments about a particular topic were said, and the exact way in which the comments were provided.



## DEMOGRAPHICS OF THE SURVEY PARTICIPANTS

The respondents represented 16 technical colleges and identified themselves in one of five title or position categories:

Institution																Total
Blackhawk	Chippewa Valley	Fox Valley	Gateway	Lakeshore	Madison Area	Mid-State	Milwaukee Area	Moraine Park	North Central	Northeast	Southwest	Waukesha County	Western Wisconsin	Wisconsin Indianhead	WTCS System Office	
5	2	1	2	1	7	2	0	4	3	2	2	2	1	3	0	<b>37</b>

Title or Position	
Human Resources Specialist/Assistant	12
Director/Associate Director of Human Resources	9
Dean	5
Employment Assistant/Specialist/Coordinator	5
Diversity/Equal Opportunity Officer	3
Organizational Development Officer	2
Other	1
<b>Total</b>	<b>37</b>

The participants identified the following ways in which they heard about the event, with most identifying the WTCS Affirmative Action/Equal Opportunity Committee:

Heard about the workshop?	
WTCS Affirmative Action/Equal Opportunity Committee	14
WTCS Recruitment Committee	8
Supervisor	4
Human Resources Department	4
Colleagues	3
Other	4
<b>Total</b>	<b>37</b>

## Section II: Value of the Workshop

### OVERALL RATING OF THE WORKSHOP

Very Useful	23 (62%)
Somewhat Useful	14 (38%)
Not at all Useful	0
<b>Total</b>	<b>37</b>

### WOULD YOU RECOMMEND OTHERS TO ATTEND THIS WORKSHOP?

Yes	36 (100%)
No	0
<b>Total</b>	<b>36</b>

### OPEN-ENDED COMMENTS ABOUT RECOMMENDING THE WORKSHOP

- I would recommend this workshop to those with little background in HR and/or [are] part of a selection team.
- Ability to learn about what works for other institutions and being able to integrate some of that knowledge into your own hiring process.
- Research really shows subconscious biases.
- It's practical, focused and addresses a need for most organizations.
- This could be an eye-opener to individuals who don't grasp the diversity issues.
- If they weren't HR professionals.
- It gives great ideas for process improvement.
- I think the attendees from my college and the material provided can adequately relay the key messages to our selection committees.
- Helpful and informative.
- May learn of some new recruitment ideas.
- Great reference materials and research.
- Provides good overview and ideas to consider.
- Absolutely! If there was someone "new" to hiring and the HR world – your product and service would be the best bang for their buck!!!!
- Gain a new perspective. The facilitators were very welcoming and open to the technical college participants.
- The individualized approach makes a real difference to me.

### VALUE OF THE WORKSHOP COMPONENTS

Component	Not at all valuable	Somewhat valuable	Extremely valuable
The presenters	0 (0%)	10 (27%)	27 (73%)
Your table facilitator	0 (0%)	13 (35%)	24 (65%)
Small group/table discussions	1 (3%)	11 (31%)	24 (67%)
“Searching for Excellence & Diversity” guide book	0 (0%)	7 (19%)	30 (81%)
Research article activity	2 (6%)	19 (53%)	15 (42%)
Case study activity	2 (6%)	21 (60%)	12 (34%)
Large group discussions	0 (0%)	17 (47%)	19 (53%)

### OPEN-ENDED COMMENTS ABOUT THE VALUE OF THE WORKSHOP COMPONENTS

#### 1. The discussions:

- The large group debriefs did not add as much value because the smaller group could focus more on our own situation.
- As human resource professionals, and coming from a geographic area where finding qualified, diverse candidates is not a problem, I felt we were ahead of the curve. We understand the laws and guidelines and have strategies in place to address this important issue. However, the discussion was valuable because of the sharing of best practices that occurred. I was extremely glad to have had the opportunity to participate in this valuable workshop.
- I really liked the opportunity to find out what other colleges are doing that we could take back to our own school.
- I did not find the small group interaction as beneficial because these discussions have frequently been engaged in during the course of our recruitment and EO/AA subcommittee meetings over the years. A mixed audience (as from other colleges/universities/systems) would add new dimensions. However, I recognize the intent of this training was for the WTCS solely.
- Facilitator had difficulty staying on track because there were too many people to share experience.
- I found the amount of time devoted to small group discussion to be too much. I would have preferred to spend more time covering the handbook and research.
- I really appreciated the smaller group discussions because it allowed us to focus on our needs.

## **2. Content of the workshop:**

- I was hoping to learn more regarding how to recruit a diverse pool of applicants.
- Did not attend for research article and case study activity – previous meeting conflict  
Other activities WONDERFUL.
- I was very impressed with the learning session. I was engaged throughout the process. The information provided was extremely practical and user friendly.
- Some of the reading materials and guidebook information was more relevant to a four-year institution instead of a two-year technical college. Greater adaptation to our system would make it more relevant and more interesting. However, the content and findings were still enlightening.
- I felt the subject of diversity was not addressed as much as I desired. The topic kept drifting toward the barriers women face, which does not necessarily mean women of color. The desired outcome of a working plan to increase diversity did not occur. This session was a good place to start for some, but when you have been doing this work (diversity/equity) for so long, it seems that we just continue to drag on or barely scratch the surface when it relates to women/people of color.

## **3. The research articles and case studies activities:**

- I did enjoy the activity on aversive racism. It brought me up short when I realized that I had such biases...We hired a Chinese English instructor and being an English teacher myself (in a former life), I was somewhat reluctant to support the hire of someone who didn't have 100% mastery of the English language...I quickly realized that what she brought to the classroom in the way of breadth of experience, offered the students an excellent opportunity for growth and more than made up for a few subject/verb agreement slips!
- Missed Research and Case Study activity.

## **4. Structure of the workshop:**

- Would have liked to have more LARGE group sharing to hear what other colleges are doing. Case study was very basic – could have been more difficult/vague with problems/issues for this group as most folks were H.R. folks.
- All were good in general. Seemed rushed to get through all of the exercises plus and extra.

## **5. The guidebook:**

- The guide is invaluable! Glad we were at a table with at least one other college. It was good to hear what they do.

### Section III: Increase in Skills

#### INCREASE IN SKILLS DUE TO THE WORKSHOP

Skill areas	This skill remained unchanged	This skill increased somewhat	This skill increased to a great extent
Running an effective search committee	4 (11%)	29 (81%)	3 (8%)
Teaching others to run an effective search committee	3 (8%)	22 (61%)	11 (31%)
Recruiting a diverse pool of candidates	6 (16%)	26 (70%)	5 (14%)
Teaching others how to recruit a diverse pool of candidates	3 (8%)	27 (73%)	7 (19%)
Using the Open Meetings & Records Laws	14 (40%)	16 (46%)	5 (14%)
Teaching others about the Open Meetings & Records Laws	16 (48%)	13 (39%)	4 (12%)
Applying the research about unconscious biases and assumptions in the search process	2 (5%)	18 (49%)	17 (46%)
Teaching others about social science research to improve a search process	6 (17%)	19 (53%)	11 (31%)
Thoroughly reviewing candidates	7 (19%)	17 (46%)	13 (35%)
Teaching others how to thoroughly review candidates	6 (16%)	16 (43%)	15 (41%)
Implementing an effective interview process	6 (16%)	22 (59%)	9 (24%)
Teaching others to implement an effective interview process	6 (16%)	22 (59%)	9 (24%)

#### OPEN-ENDED COMMENTS ABOUT INCREASE IN SKILLS

##### 1. Implementation:

- Need to administer to feel “a great extent.”
- I think we are on the right path. The college needs to sit down and do some planning on implementation.
- Need to apply to get full understanding of level of skill.
- I have a personal interest in diversity, so the information was already familiar. I did appreciate the “teaching others” perspective. I think my college needs to work on the appropriate places for such training.

## **2. Open Meetings & Records Laws:**

- Still confused if Open Records law applies to [my institution], and if so, when.
- Relative to the open meeting laws...I still am not convinced that we are subject to this law given our situation, but I will ask for legal clarification on this.
- I'm still unsure about the open meetings law – need to talk with our attorney about that.

## **3. Practical advice:**

- I was hoping for more proven ways to recruit diverse candidates, but that seems to be a struggle for many of the technical colleges.
- I liked the clumping method talked about by one of the groups to look at different levels of experience when interviewing.
- I guess I walked away feeling that what we do is good/great, but there were some good suggestions that would make it even better. It's always interesting to learn from others and to share. I've received a few emails since the training from colleges that were at my table asking for samples or more details about info we shared.

## **4. Resources:**

- I am very excited about the resources provided. They will help us a great deal in training committees.
- Some of what was taught I already knew, and some was not applicable. I did come away with a few things, so still worthwhile overall.
- Training provides general overview not something that is translate into an expert.

## **Section IV: Plans for Institutional Application**

### **PARTICIPANTS' PLANS FOR APPLICATION AT THEIR INSTITUTIONS**

#### **1. Present the information to search committee participants in workshops:**

- To assist in training members of selection teams.
- We will review them and adapt them to our organization (and culture) to use for training managers. We will probably use some shortened version to train potential members of selection committees.
- I will create a new hiring guideline booklet for our search teams to utilize, along with implementing new training opportunities. I am hoping to tailor your format for my college.
- Teaching other managers the information we learned and helping them to understand their biases.
- Enhance the process that we currently have in place.
- I will use it for sure with my own hiring teams, educating them... Recommend some in-service sessions on “serving on a hiring team.”
- Add materials to our current committee training. Use materials to aid in better candidate searches.
- To improve our current hiring team training process.
- Raising awareness, improving recruitment and improving training for committees.
- To train staff and open dialogue at our institution.
- Supervisory training.
- Incorporate parts of it into our training for selection committees.
- Share with hiring committees.
- We will use some of this information in training screening committees.
- Keep at arm’s reach for reference. Develop and share a handout for selection teams.
- Introduce some of these concepts into the training we do for selection committee members.
- Change them to fit our institution, have printed.

#### **2. Brainstorm ideas for implementing what they learned:**

- I will consider the information and processes as our college begins a similar procedure to “search committees.”
- We are in the process of changing our recruitment process, so we will look to see how we can implement some of these ideas in our new training processes.
- Our team is meeting to discuss how we can change/update our committee training to incorporate what we learned in the training.
- I will share the materials and information with our HR department to assess the feasibility of engaging diversity training that is focused on selection and hiring committees.
- Would like to discuss with other hiring managers at our institution some of the back-up data to support hiring for diversity.

- I plan to have a follow-up with the staff of [our institution] to review what we learned and discuss the next step that we can take on campus.
- We do plan to make some changes in our process and found the discussion stimulated some wonderful ideas.

**3. Develop and/or implement hiring process guidelines at institution immediately:**

- We plan to develop our own guidelines for interview screening committees.
- I especially appreciated the ideas from others in the group. I think we will look at the “clumping process” and identifying a core group of faculty who will be trained to participate in all faculty hires.
- To facilitate the screening and interview process more effectively. Set guidelines, rules and maintain control in the process.
- Plan to modify selection procedures to incorporate several ideas from the workshop.
- Incorporate concepts regarding bias into the employment/selection process.
- For the next position opening. Creating documents. Publicity.

**4. Pass on the materials and information to others within their institution:**

- Shared the materials and summary with my boss.
- It will be helpful to share the research articles.

**5. Create discussion surrounding the information:**

- With all selection committees to discuss bias and assumptions.

**6. Other:**

- Not sure yet.
- Hopefully with more effective hiring practices and results.
- I would like to visit your website and see more in-depth examples of materials which are outlined in your handout. I assume it may give me some additional interview dos and don'ts to share with teams, perhaps interview questions, etc.

## **IMPLEMENTATION PLANS AND TARGET AUDIENCE**

**1. Target all searches:**

- Search committees' candidate searches.
- Our department, all our recruitment teams.
- Target selection committee members.
- We do regular training for selection committees; the plan will be to modify the content.
- We are addressing the employment process and will use as we address "Future State." All involved in the interview process will be targeted.



- The Deans will be instrumental in sharing this information with persons on staff who participate on hiring teams.
- Faculty selection committees will receive the research articles as soon as they are named to a committee and we will review the research in the committee training.
- We will incorporate materials in our existing committee training process, and we will focus on Faculty and Administrative Search committees.
- Small group training available for all staff, just-in-time training for assigned screening committees, and interviewing supervisors.

## **2. Target search committee chairs/leaders:**

- Once the guidelines are established, we plan to provide training to our non-represented staff (managers).
- I will start by training our hiring supervisors and work to implement various components into the screening teams' roles.
- Hiring Supervisors will be targeted. Likely in small group training sessions just before they begin the hiring process.
- We will target hiring managers first; we are still working out the details of how we will accomplish this.
- Search Committee chairpersons.
- I will work with HR to develop a plan to implement this training in increments – at first to those who frequently are in a position to contribute to hiring decisions and secondly to other faculty and staff with modification which will emphasize the background on AA/EEOO needs per the research.

## **3. Target decision-makers within the institution:**

- I will work with our HR department.
- Working with Affirmative Action contact.
- Because HR sits at the table at all paper screen and interviews and we were both in attendance, the two of us need to review our current processes, forms, procedures and determine what needs to change or how we can enhance them.
- Work through the guide with HR. Will target the diverse population within the district first. Reach out to a larger geographic area if not successful locally.

## **4. Not sure yet:**

- Unsure.
- Too soon to say.
- Unknown.

## **5. Other:**

- Human Resources and Organizational Development will transfer portions of the hiring process to each System.

- Have committees become SEARCH and not just selection committees.
- Will encourage committee members to look at candidates from a slightly different perspective...try to bring in candidates for interview who may not fit the traditional "profile."
- Faculty who can offer diversity will be the target.
- We plan to develop a specific recruitment strategy to target populations or categories we don't have represented at the college.

## **POTENTIAL CHALLENGES**

### **1. Time and money:**

- Time.
- Time for training.
- Timing.
- Time constraints. Often the hiring process needs to move swiftly. Part-time hiring process needs to be looked at carefully.
- Search committees' training TIME will need to be extended to include new materials. May have resistance from members regarding time spent away from job.
- Not too many – we currently have a process for training, so we will enhance what we have. Time is always the biggest factor.
- Time available to train.
- Time constraints.
- Time constraints.
- Limited budget dollars that are available for recruiting.
- Budgets.
- Time and money is always a challenge.

### **2. Resistance to change/new ideas:**

- Buy-in – coming from HR is usually not readily accepted ... need to make it seem like the dean's idea to recruit ALL the TIME.
- Potential for some resistance.
- Getting buy-in.
- Usual “it comes from HR” resistance.
- Ingrained, long-standing ideas/beliefs that have been part of our culture for so long.
- The usual resistance to change.
- Traditional structure and procedures.

### **3. Reluctance to put in the effort:**

- Managers might be reluctant to attend more training.
- Individuals not willing to do more than is needed. Example, our staff needs to help spread the word with vacancies and about our institution.

- System leaders and other responsible parties may not be thrilled with taking on the responsibility.
- Reluctance of people to attend a training session just to sit on a committee that they have been on in the past.
- The usual—they think hiring is so easy that anyone can do it.

#### **4. Other:**

- It will be added to our current training process.
- Being a young female, the challenge is trying to facilitate or direct teams that are individuals who are older and have been at the college longer on the dos and don'ts. I need to get over the feeling I'm a peon, and take control of the group.
- Location.
- We get a lot of "lip service" from our hiring supervisors when it comes to diversity. I think many will be surprised when the process is literally stopped if we don't have enough diversity in the pool for targeted positions.
- Getting everyone to be on the same page.
- Organizational limits.
- We look for most qualified – not giving preference to diverse applicants.
- Don't anticipate anything major ... we have a fairly receptive audience. I do fear a backlash due to the perception of preferential treatment for minority groups.
- A limited pool.
- We don't necessarily know the names of conferences where we might interview potential candidates. We also are looking at the training for people on our committees and wondering how to give them what they need without making it cumbersome to get the information.

### **RESOURCES AND FOLLOW-UP NEEDED**

#### **1. Updates/more information on related research:**

- Example of questions to ask.
- Research on minority candidates.
- Need to contact Staff Attorney for clarification on Open Records Law.
- Type of rules, directions so I can verbally speak what I need/want to during our meetings.
- Continued access to the website and resources there.
- Internet sources. Legal guidance on open records/meeting laws.
- Lists of conferences.
- Continued reading information to help support training activities.

#### **2. Support/encouragement:**

- We will need staff in the functional units outside of HR to assist.
- Support from senior leaders.

- Leadership sponsorship.
- Support from the top.
- Basically, just the willingness of staff to put forth a good faith effort.

### **3. Time and money:**

- Time and money for supplies.
- Additional funding to tap into new recruitment sources for advertising purposes.
- Additional time.
- Time is always a problem.

### **4. Customization of materials to own institution:**

- We need to customize the resources to fit our situation; we also should develop an online training option.
- Make materials relevant to the technical college system and our specific college.

### **5. A WISELI staff member to present information:**

- Maybe bring a WISELI spokesperson in to talk to the search committees?
- Would like to have outside person from your group address search committee someday.

### **6. Other:**

- Will refer to the materials and access the websites.
- Wider advertising.

## Section V: Expectations, General Comments and Ideas for Improvement

### WERE YOUR EXPECTATIONS FOR THIS WORKSHOP MET?

Yes	33 (92%)
No	3 (8%)
<b>Total</b>	<b>36</b>

### OPEN-ENDED COMMENTS ABOUT EXPECTATIONS

#### 1. Expectations were met:

- It was an excellent workshop that will help me create a better training workshop for our hiring committees and supervisors.
- I think this was a good start. I learned a lot and again, the booklet is excellent.
- Wonderful packet of examples and materials that we can use in our trainings.
- I did not have a great deal of information on the topic of search committees.
- I learned a lot about myself and what I need to do better.
- Actually, they were more than met. I really liked everything about the day and the interactions.
- I was not sure what to expect, and I did come away with a few things, so it was worthwhile.
- Good information and discourse.
- It gave ideas for implementation and networking with other colleges.
- I have research to substantiate discussion on unconscious biases and assumptions.
- Learned more than expected about recruiting.
- Good input from folks at the other technical colleges. Ideas for procedural change, etc.
- It was a major accomplishment to get that many WTCS staff who were willing to attend such a session!
- Speakers and resources were excellent.
- We came away with new ideas and strategies that we think will help our efforts.

#### 2. Expectations were somewhat met:

- Wasn't sure the scope but felt overall was helpful
- The small group discussions were valuable; however, I was expecting to learn more “tricks of the trade” in obtaining a diverse pool of candidates, such as how to advertise, etc.

### **3. Expectations were not met:**

- Too basic for seasoned HR professionals.
- There was too much group work and I did not have enough opportunity to glean what the presenters could offer.

## **IDEAS FOR OTHER WORKSHOP TOPICS**

### **1. Practical information on how to reach/hire/retain a diverse faculty/staff:**

- More time to hear what other colleges are doing.
- I would have liked more on recruitment strategies.
- Greater discussion on how to attract diversity candidates.
- Retention of diverse employees. One of our campuses is not as diverse as the other two, and the lack of community for such hires could prove detrimental to our retention efforts.
- More tips on where to find candidates that may not be looking for a new career.
- More communication of what works or does not work with search committees & their procedures at UW-Madison.
- More new ideas to tap into diverse candidate pools.
- I was hoping to see an actual "screening matrix" but perhaps that is available on the website – I'll be looking.
- More time on reaching a diverse pool of applicants.
- More on recruiting ideas and resources.

### **2. Research on diversity:**

- I would have preferred less focus on cultural deficiency models and more on the strategic advantages of diversity.
- Top of diversity ... and the article on Aversive Racism is a great topic to discuss.

### **3. Other:**

- Developing behavioral questions.
- Perception of [local] community.
- Include some role play ... or actual applications to evaluate, etc.
- Emphasis on validity of hiring criteria.
- Need to make a stronger connection with leadership expectations and commitment.

## **OPEN-ENDED COMMENTS ABOUT IMPROVING THE WORKSHOP**

### **1. Logistics:**

- Room was too loud at times – have breakout rooms for small group discussions.

- Bigger tables or maybe in a circle, hard to hear from one side to the other. Maybe room needs to be bigger to spread out so you don't have other tables' conversations interfering.
- It would be great to have a way to capture some of the ideas at the table, or in the large group. Maybe flip charts?
- Use a microphone for the presenters. Size of the tables, number of seats occupied, and overall volume in the room make it difficult to hear conversation at the opposite end of the table.
- I would suggest mixing up the participants. Every training is an opportunity for networking. Unless people are required to mix with others there will be relatively [few] new ideas.
- The coordination of large group reports with smaller discussions seemed a little awkward. When we do report-outs, we use chart paper to record ideas, and then people can walk around and read how others responded.

## **2. Structure:**

- I like the way the sessions were broken into lecture, large group, and small group.
- Would find alternatives to format of small/large group dialogue. While helpful, the format could be more varied.
- Less table group work.
- More time on working through unconscious bias.

## **3. Content:**

- A bit more information to discuss prior to breaking into small group discussions would have facilitated deeper discussion of the issues.
- You did a nice job of tailoring the training to our needs even though it wasn't the same as your group's original objective.
- A next step might be writing interview questions, knowing the "right" answers before we ask them, and critically evaluating interview responses.
- It was great – all of the professionals from your office had extreme knowledge, dedication, and were savvy about the topics covered.

**WISELI Research/Evaluation Report:**  
O'Connell, Kathleen and Jennifer Sheridan. April  
2006. "Evaluation of the Vilas Life Cycle  
Professorships."



# Evaluation of the Vilas Life Cycle Professorships

Prepared by: Kathleen O'Connell and Jennifer Sheridan

April 10, 2006

This report details the outcomes for the Vilas Life Cycle Professorship program at the University of Wisconsin-Madison, funded by the Estate of William F. Vilas. We present this report in three sections:

**Section I:** Administrative details of the program.

**Section II:** The significance of the Vilas Life Cycle Professorships on the UW faculty recipient's professional lives, as well as consequential impact on the University.

**Section III:** Research progress of the first eight recipients.

## Section I: Administrative Details.

The Women in Science & Engineering Leadership Institute (WISELI) was informed by the Office of the Provost in Spring 2005 that the Trustees of the Estate of William F. Vilas had generously agreed to fund WISELI's Life Cycle Research Grant program for 2005/06. The total amount of the funding was to be \$310,000, and all faculty and permanent principal investigators, regardless of divisional affiliation, were to be eligible for these funds. Per the stipulations of the Estate, no Vilas funds were to be used for salary and individual awards were not to exceed \$30,000. In addition, all awardees are vetted with the Office of the Provost prior to establishing an award in order to ensure that each recipient is in good standing with the University. The Life Cycle Research Grant program was renamed the *Vilas Life Cycle Professorship* program in April 2005.

The Office of the Provost entrusted the administration of the Vilas Life Cycle Professorship program to WISELI. WISELI's executive director, Jennifer Sheridan, formed a panel of faculty and academic staff to review applications and make funding decisions. For 2005/06, the participants on this panel include:

- **Jennifer Sheridan.** An assistant scientist and a sociologist by training, Dr. Sheridan represents the social studies division. Dr. Sheridan has administered the original Life Cycle Research Grant program since its inception, as well as serving on the review panel from the beginning.
- **Amy Wendt.** A professor in the Electrical and Computer Engineering Department, Dr. Wendt represents the physical sciences division. Dr. Wendt has served on the review panel of the former Life Cycle Research Grant program since its inception.
- **Cecilia Ford.** Dr. Ford is a professor of English, and represents the arts & humanities division. Dr. Ford has also served on the review panel for the original Life Cycle Research Grant program since the beginning.
- **Nancy Mathews.** Dr. Mathews is an Associate Professor in the Gaylord Nelson Institute for Environmental Studies, and represents the biological sciences division. Dr. Mathews is herself a former recipient of the original Life Cycle Research Grant program.

Because flexibility is of utmost importance to faculty who are experiencing life crises, we established three deadlines for applications for the Vilas Life Cycle Professorship program for 2005/06:

- **Round 1.** Deadline May 27, 2005. Applications received: 11. Total amount requested: \$285,356. Applications funded: 8 (with three deferred to Round 2). Total amount awarded: \$146,523.
  - **Round 2.** Deadline September 30, 2005. Applications received: 8. Total amount requested: \$227,891. Applications funded: 5 (including three from Round 1; two applications were deferred to Round 3). Total amount awarded: \$117,957 (\$23,350 of this sum will be spent in the 2006/07 academic year should the Estate fund another year of awards.)
  - **Round 3.** Deadline December 31, 2005. Applications received: 8. Total amount requested: \$211,967. Applications funded: 6 (including two from Round 2.) Total amount awarded: \$145,926 (\$77,056 of this sum will be spent in the 2006/07 academic year should the Estate fund another year of awards.)
- |   |
|---|
| <ul style="list-style-type: none"> <li>• <b>SUMMARY, 2005/06:</b> Applications received: 27. Total amount requested: \$725,214. Applications funded: 18. Total amount awarded: \$410,406 (\$100,406 of this sum will be spent in the 2006/07 academic year should the Estate fund another year of awards.)</li> </ul> |
|---|

Demographically, Vilas Life Cycle Professorship applicants and recipients are very diverse:

	<b>Applicants</b>	<b>Recipients</b>
<b>Gender</b>		
Female	18	13
Male	9	5
<b>Race/Ethnicity*</b>		
Faculty of Color	8	5
Majority Faculty	19	13
<b>Title</b>		
Assistant Professor	5	4
Associate Professor	7	5
Professor	15	9
<b>Division</b>		
Biological Sciences	8	6
Physical Sciences	6	3
Social Studies	8	6
Arts & Humanities	5	3

\* Faculty of Color are those whose "heritage code" is listed as Black, Asian, Native American, or Hispanic in University records. Majority Faculty are listed as "Other".

Only the first eight recipients, who began their awards prior to the end of 2005, have had enough time to accomplish significant reportable results. The following two sections of this report summarize data provided by these first eight recipients regarding their experiences and their research progress. Only one of these recipients has actually completed the funding cycle for their award; most of the first eight recipients will not finish until August 2006. Should the Estate continue to fund this program, subsequent reports to the Trustees of the Estate of William F. Vilas will include experience and research progress data for all recipients of the previous academic year (e.g., the report we will provide in Spring 2007 will include data from all 18

recipients from the 2005/06 academic year); this report is truncated due to the newness of the program.

## **Section II: Experiences of Vilas Life Cycle Professors**

The experiences of the first eight recipients of the Vilas Life Cycle Professorships awarded in Round 1 are summarized in this section. Awardees were asked to complete an email questionnaire regarding their experiences with the Vilas Life Cycle Professorship program, and to report their research progress. Participants' names are removed from Section II to protect the privacy of the individuals. Participants' names are provided in Section III, where research results are reported.

Care for a chronically ill child, tending to the needs of an ailing parent, surgery, divorce, and coping with the effects of a cancer diagnosis and treatment are the types of life-events that faculty have endured while being supported by the Vilas Life Cycle Professorship program. This program, as evidenced below, has had positive impacts for the recipients, the people around them, and the University of Wisconsin-Madison. The following five themes and corresponding quotes reflect how this Professorship has impacted the recipients both professionally and personally.

### The Only Grant of its Kind

Participants were quick to describe the significance of this grant and how it uniquely assists in balancing their personal and professional lives. Irene<sup>1</sup> shares the impact this grant had on her life:

*“Given the stage in my career, this program was the second most important during my cancer and its aftermath. I say second only because the assistance of my department came at the height of the crisis. This program, however, made it possible for me to regain the momentum of my research. Though there are other grants and professorships offered at the UW, none takes into consideration these circumstances.”*

Beth is a single parent caring for two children with special needs:

*“I think my tenure application was at risk because the pace of my scholarship was slowed down. The combination of this grant and an extension of my tenure clock have made a tremendous difference in my scholarship quantity and quality.”*

### It Came at a Critical Juncture in their Personal and Professional Lives

Several of the recipients described how the timing of the grant significantly helped them stay focused on their research. Phyllis shares:

*“I was diagnosed with breast cancer. Treatments took about a year and I was still not my normal energetic self for another year thereafter. The consequences of my slowing down in the productivity of my lab followed with a delay. Fortunately, several very good people came to work with me soon thereafter. My problem was that those people cost money and I overspent my grant. Now my lab is full and lively. I have worked on four manuscripts since January. I am no longer overspent. Without having kept my productivity reasonably high, I would have had no*

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<sup>1</sup> All names are pseudonyms.

*chance of having my grant renewed when it came up for renewal. The grant helped me regain my momentum before it was too late.”*

Irene explains how the grant helped her stay on track following her cancer diagnosis and subsequent treatment:

*“I had planned to use academic year 2004-05 to complete a book manuscript and undertake the basic research for my next project. Due to my recovery time, I was able to complete the manuscript, but not conduct the research I needed before preparing grant applications to underwrite the next project. With the Professorships fund, I was able to hire and direct a project assistant who has conducted some of the foundational research for the project. Without the grant and the project assistant it hired, I would have been able to only begin my research and would be several years behind on the project.”*

#### The Grant Provided Psychological Support

This grant overwhelmingly made recipients feel valued and supported by the university, as Don explains:

*“I feel the grant is very highly valued. Personally, I see it as a great positive source of assistance to faculty who have undergone life circumstances which have hampered or diffused their research efforts. It demonstrates that the UW-Madison indeed does have a ‘heart.’”*

Beth agrees:

*“I think emotionally I feel the University is supportive of faculty who may be having challenges that are unique, and I feel supported.”*

#### Impacts on Others’ Lives, as Well

The faculty also discussed how the grant not only helped to support them, but also supported those around them. This may have indirectly included their own families, but directly encompassed the staff and students assigned to their projects or laboratories. Laura is one of several individuals who referred to the grant money contributing to their “survival and success.”

*“The support of the Vilas Life Cycle Professorship Program was instrumental in our survival and success. It allowed me to support the necessary staff required to obtain preliminary data and to publish our recent paper.”*

Beth also addressed the potential impact of this grant on diverse faculty members:

*“ I think this Professorship is extremely valuable. I also think it is important in the retention of women, faculty of color and faculty who come from low income backgrounds who may be more likely to have family responsibilities and distractions that keep them from tenure.”*

#### An Investment in the Grantees’ Futures and the University’s

Faculty reflected on how the impact of the grant not only aided them during a particularly difficult time, but also over the long-term, helping to maintain and promote the mission of the University. Phyllis recounts:

*“The grant kept me at the university as a productive and federally supported faculty member with a strong research program. Without the grant, the risk was high that I could not have sustained our program.”*

She continues:

*“I strongly think that the university benefits from the grant I received. In the current political climate, obtaining federal funding for the { } sciences is extraordinarily competitive (one in ten grants are getting funded at present). A relatively small amount of money, at a time when it helped substantially for me to regain my competitive edge will, I hope, keep me in a pool of faculty that can support research programs.”*

Irene and Laura respectively share their open enthusiasm for the Vilas Life Cycle Professorship program:

*“I have spoken glowingly of the program to others, both at the UW and at other institutions. It is very impressive.”*

\*\*\*\*\*

*“This is a wonderful program! Support for us financially for the goals that you (the university) support: publications, grants, promotions and support for students, post docs and staff in the laboratory. This is terrific!”*

### **Section III: Research Progress of Vilas Life Cycle Professors**

The following table reflects the number of publications, presentations, and proposals that the recipients of the Vilas Life Cycle Professorships Program have directly attributed to their Vilas Life Cycle Professorship. Please note that the grantees acknowledge they are currently early in the funding cycle, and that the numbers presented for publications, presentations and grants may not depict all of their work in progress. All have eagerly volunteered to provide updates on their momentum and eventual productivity.

#### **Grantee Information about Publications, Presentations, and Grant Proposals**

Grantee	Number of Publications	Number of Presentations	Number of Grant Proposals
1	1	3	1
2	1	2	1
3	2	1	0
4	0	0	0
5	3	1	2
6	3	1	1
7	0	0	0
8	0	0	0
TOTALS	10	8	5

**WISELI Research/Evaluation Report:**

Winchell, Jessica K. and Christine Maidl Pribbenow.  
April 2006. "Evaluation of the Gender Pay Equity  
Study and Equity of Faculty Salaries Policy at the  
University of Wisconsin-Madison."

**EVALUATION OF THE GENDER PAY EQUITY STUDY AND  
EQUITY OF FACULTY SALARIES POLICY  
AT THE UNIVERSITY OF WISCONSIN-MADISON**

*Submitted to:*

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WISELI Principal Investigators and Executive Director

*Submitted by:*

Jessica K. Winchell and Christine Maidl Pribbenow  
WISELI Evaluators

April 18, 2006

(Revised September 26, 2006)

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## Background

In the early 1990's the University of Wisconsin-Madison undertook an investigation of gender faculty compensation that culminated in the publication of the report, *Gender Equity Study of Faculty Pay: University of Wisconsin-Madison* (1992). This inquiry took place against the backdrop of increased academic and policy interest in the issue of gender equity in higher education that had begun two decades earlier (Barbezat 2002).

In line with accepted methodologies and similar exercises at other universities (Haignere 2002), the study utilized multivariate statistical regression techniques to investigate whether faculty pay was systematically linked to gender. The report found evidence of statistically significant differences in the pay received by women and men faculty remained after controlling for a variety of 'compensable' factors and suggested various remedies to redress this inequity.

The UW-Madison Faculty Senate responded to the study's findings by adjusting the salaries of women faculty and establishing a precedent for regular reviews of faculty gender pay equity (UW-Madison Provost 2006). A follow-up study that analyzed payroll data from November 1997 utilized similar methods as the 1992 exercise and found no evidence of aggregate gender inequity including rank as a 'compensable' factor (Harrigan 1998). The final report suggested, however, that routine reviews of faculty salaries should be continued and might focus on identifying outliers.

A policy for the regular review of faculty salaries was established in 2000-2001. This policy turned away from the multivariate statistical approach and adopted the individual-level matching approach suggested in the 1998 report. The policy called for department chairs to identify female faculty with outlying salaries and conduct a detailed review. The review involved selecting comparable male faculty and analyzing whether pay discrepancies were attributable to compensable factors or gender inequities (UW-Madison Provost 2001).

A 2000-2001 study, herein referred to as the 2000 Gender Pay Equity Study, used this alternate methodology in a follow-up exercise. In this study, some women were found to lag behind peer male faculty and were provided with additional compensation. The methodologies used in this exercise have been codified in the Equity in Faculty Salaries Policy, which instructs that an individual gender equity review be conducted for women faculty at crucial intervals in their careers (UW-Madison Provost 2006).

In the following report we evaluate the following—the 2000 Pay Equity Study and the Equity in Faculty Salaries Policy. This evaluation emphasizes faculty perceptions of and experiences with the programs and draws data gathered from a survey and interviews. Survey evidence was collected in 2003 as a part of the *Study of Faculty Worklife at the University of Wisconsin-Madison*. Qualitative evidence was collected from in-depth interviews with a sample of women faculty in the sciences and engineering at UW-Madison. Evaluation findings from these two sources are discussed in the first and second sections of the report. A final section summarizes the findings from both.

## Evaluation Methods and Results

### **Method 1: Survey Data**

A 2003 survey of faculty at UW-Madison incorporated several items regarding campus gender equity programs. Faculty were asked to rate the two programs, indicate whether they had made use of the Equity in Faculty Salaries policy, and describe their reaction to the recent Gender Pay Equity study (Appendix A, Q30-31j and Q32a-b). The survey data shed light on faculty's awareness, perceptions, and utilization of these programs<sup>1</sup>.

In the discussion that follows, we examine aggregate faculty responses as well as differences in responses across groups of faculty, including women and men faculty. Throughout the discussion, we exclude faculty who were hired in or after 2000 for survey items relating to the Gender Pay Equity study. We omit these responses here because the late hire-date of these faculty should be expected to preclude their knowledge of the study, which was conducted in 2000.

The most notable feature of responses to questions about the Equity in Faculty Salaries policy and Gender Pay Equity study is the large proportion of faculty who indicated they were unfamiliar with either program. Overall, 26.3% of faculty responded that they had *never heard of* the Equity in Faculty Salaries policies while 24.1% indicated that they *don't know of* the Gender Pay Equity study and the compensation provided to some women faculty as a result.

Different groups of faculty were more or less likely to report familiarity with these two programs. Women, tenured, and non-science<sup>2</sup> faculty were all significantly (at  $p < 0.05$ ) more likely to indicate that they knew of or had heard of the programs as compared to men, untenured, and science faculty (Figures 1-3). A number of other statistically significant differences in group 'don't know' rates were also observed (see Appendix B, Tables B1 and B2).

While it is not clear how faculty characteristics are causally linked to program awareness, it is possible to conclude that a large proportion of faculty are not well informed about UW-Madison's gender equity programs. Approximately 15% of women faculty report that they are unaware of each program, which suggests that a notable fraction of the population whom these programs purport to target do not know of their availability. Untenured faculty members are another under-informed group, with more than 40% and 50% unaware of the two programs, respectively.

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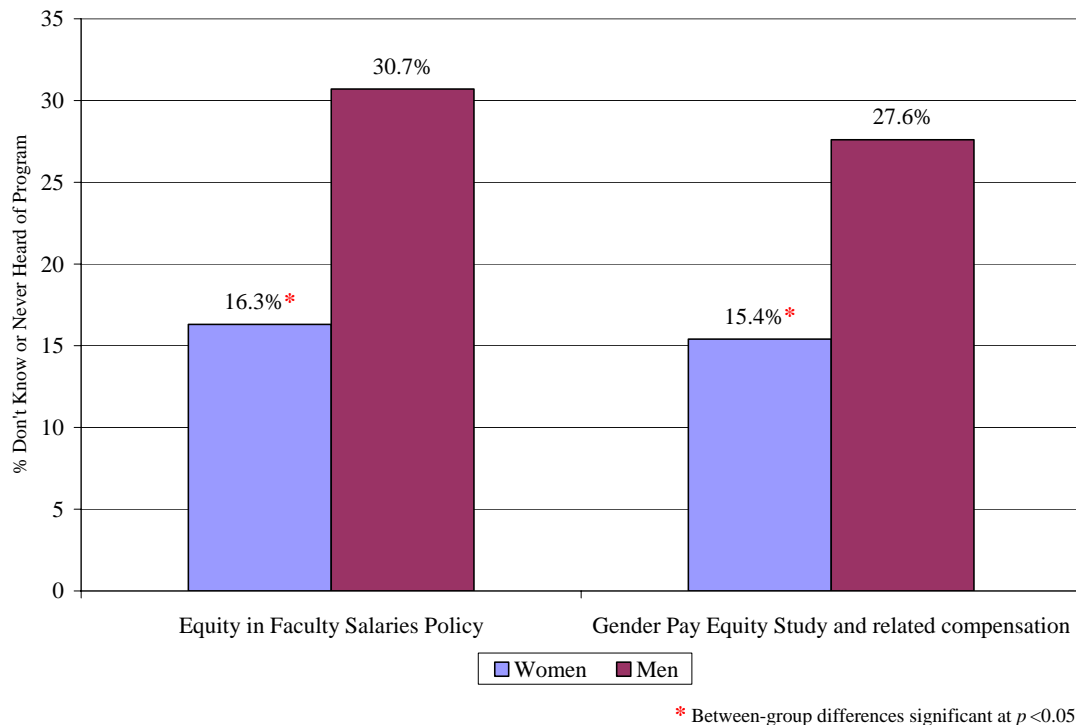
<sup>1</sup> Survey responses are taken as a representative sample of faculty experience. The group of survey respondents generally exhibited similar characteristics as the population of tenure-track or tenured faculty (includes clinical faculty in the School of Veterinary Medicine). Survey response rates varied across some faculty characteristics including gender, rank, and rank-by-gender, however, these discrepancies are too small to have had a substantive impact on the findings reported here. See:

<http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm>.

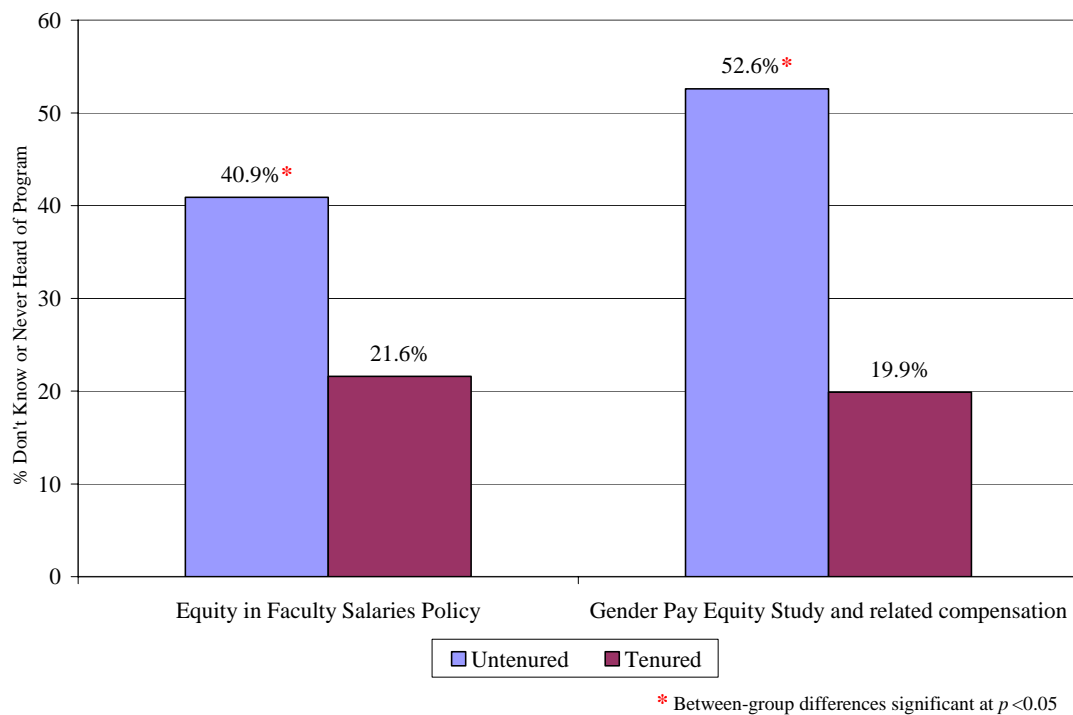
<sup>2</sup> Description of WISELI defined science and non-science categories at:

<http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/deptlist.htm>.

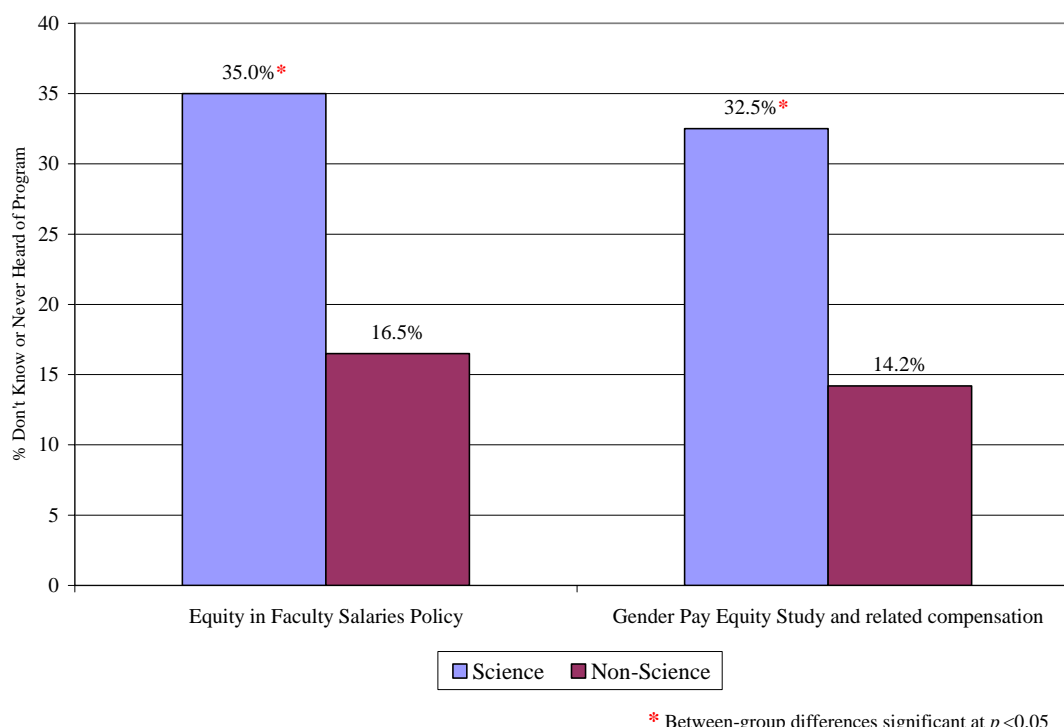
**Figure 1.** Faculty familiarity with UW-Madison gender equity programs, by gender and program.



**Figure 2.** Faculty familiarity with UW-Madison gender equity programs, by tenure status and program.



**Figure 3.** Faculty familiarity with UW-Madison gender equity programs, by science and non-science faculty and program.



The large number of ‘don’t know’ responses to these survey items presents an interesting finding in its own right. It also presents a challenge for further analysis of survey responses. It is not clear how ‘don’t know’ responses should be treated with respect to other survey responses. We want to compare aggregate evaluations across the two programs and between characteristically distinguished faculty groups to gain a sense of how different faculty perceive and evaluate campus-wide gender equity programs. To accomplish this requires that we either assign some substantive meaning to ‘don’t know’ responses or discount them as lacking any evaluative meaning. It is both theoretically and empirically unclear which approach should be preferred.

To address this ambiguity, we have elected to present and analyze the survey findings under both specifications (see Appendix B, Tables B1 and B2). Given that a large proportion of respondents indicated ‘don’t know’ and that response patterns are sensitive to the specification of ‘don’t know’ interpretation, this conservative approach is most appropriate. In the following discussion we denote figures computed when counting ‘don’t know’ as a negative response as specification one and those computed with ‘don’t know’ taken as missing data as specification two.

### ***Equity in Faculty Salaries policy***

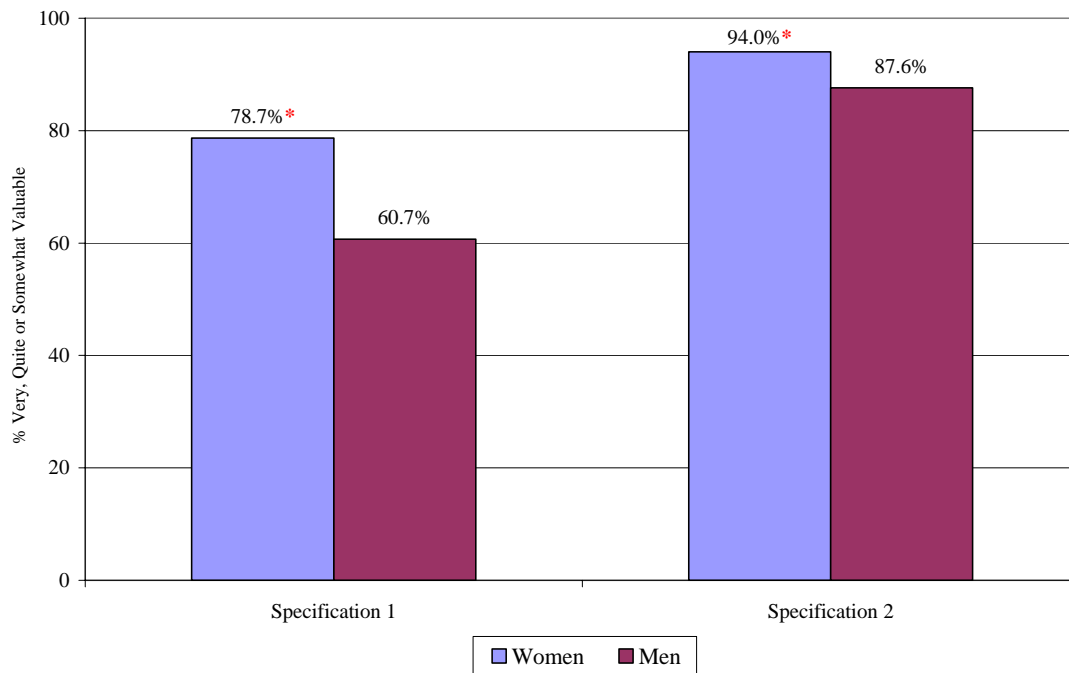
Faculty were first asked to rate the value of the Equity in Faculty Salaries policy on a scale of one to four (Q30j), where one represented *very valuable*, two represented *quite valuable*, three represented *somewhat valuable*, and four represented *not at all valuable*. The distribution of responses to this item is summarized in Table 1.

**Table 1.** Distribution of reported perceptions of the Equity in Faculty Salaries policy, by all faculty.

	N	%
1 – Very valuable	343	27.4
2 – Quite valuable	251	20.0
3 – Somewhat valuable	236	18.8
4 – Not at all valuable	94	7.5
0 – Never heard of program	329	26.3

Overall, a majority of faculty reported that they hold the Equity in Faculty Salaries policy to be very, quite, or somewhat valuable (66.2% and 89.8% in specifications 1 and 2, respectively). Women faculty were significantly more likely to offer a positive evaluation of the policy than were men faculty (Figure 4). Untenured faculty, as compared to tenured faculty, were found to be significantly (at  $p < 0.05$ ) less likely to support the Equity in Faculty Salaries Policy under specification one (56.2% versus 69.4%) but this relationship was reversed under specification two (94.9% versus 88.6%).

**Figure 4.** Faculty evaluation of the Equity in Faculty Salaries Policy, by gender.



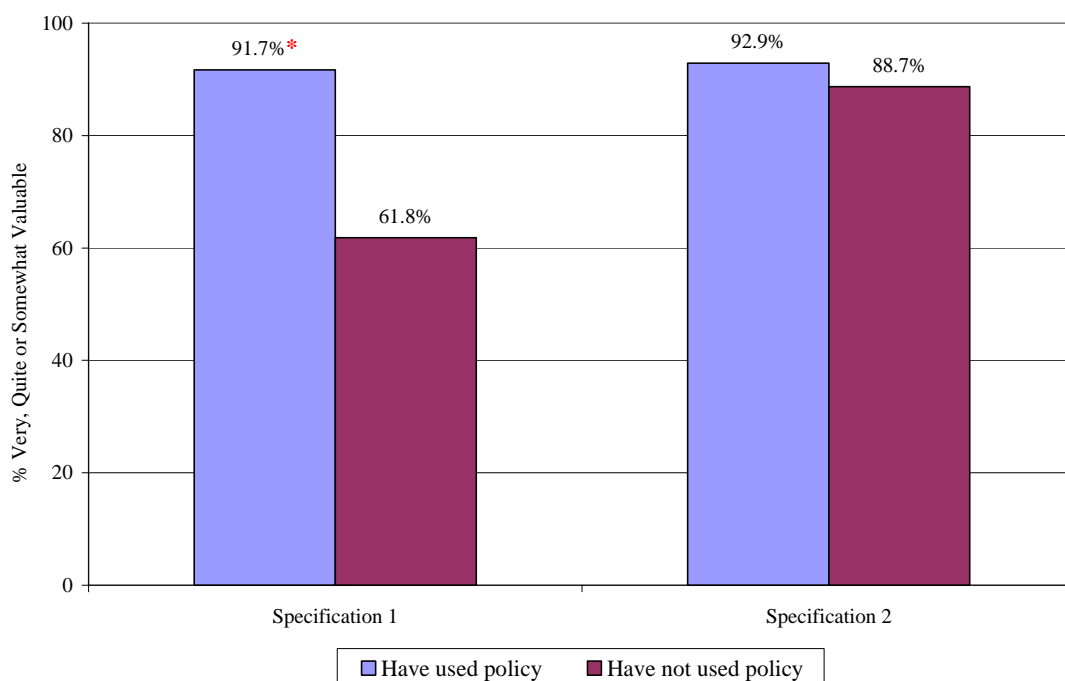
\* Between-group differences significant at  $p < 0.05$

Other systematic relationships observed in faculty responses may reflect these gender and/or seniority differences. For instance, faculty in the physical sciences were significantly less likely to indicate a positive evaluation as compared to faculty in all other divisions. It is also known that the ratio of male to female faculty is more skewed towards males in the physical sciences than in all other disciplines (WISELI 2004). Thus, in addition to refraining from drawing inferences from relationships that are sensitive to different treatments of the ‘don’t know’

responses we also caution against drawing conclusions about relationships that lack any clear theoretical foundation.

As a follow-up to the evaluative item, respondents were also asked to report whether or not they had ever utilized the Equity in Faculty Salaries policy (Q31j). Thirteen percent of all faculty members reported using the policy at some point in the past. More women than men indicated they had used the policy (32.6% versus 4.6%) and the difference between the groups was found to be statistically significant (at  $p < 0.05$ ). Those who had used the policy, including about 120 women and 40 men, were more likely to rate the program very, quite, or somewhat valuable as compared to those who had not used the policy in the past (Figure 5).

**Figure 5.** Faculty evaluation of the Equity in Faculty Salaries Policy, by reported use of the policy.



This aggregate picture supports the conclusion that UW-Madison faculty generally hold the Equity in Faculty Salaries policy to be valuable. Women faculty and faculty who have used the policy (both men and women) are likely to value the program significantly more than those who have not. Many faculty are not familiar with the policy, with more than one-quarter of respondents indicating they had never heard of it. Other systematic relationships between responses and faculty characteristics were observed but were not robust to alternate specifications or theoretically unsubstantiated. As such we refrain from drawing inferences from these group differences.

### ***Gender Pay Equity study***

Faculty were also asked to rate their “reaction to the compensation provided some women faculty through the Gender Pay Equity Study in 2000” on a four-point scale (Q32a), with one

representing *very positive*, two representing *somewhat positive*, three representing *somewhat negative*, and four representing *very negative*. As noted above, only responses from faculty who were hired prior to 2000 are considered in our discussion. The distribution of responses to this item is presented in Table 2.

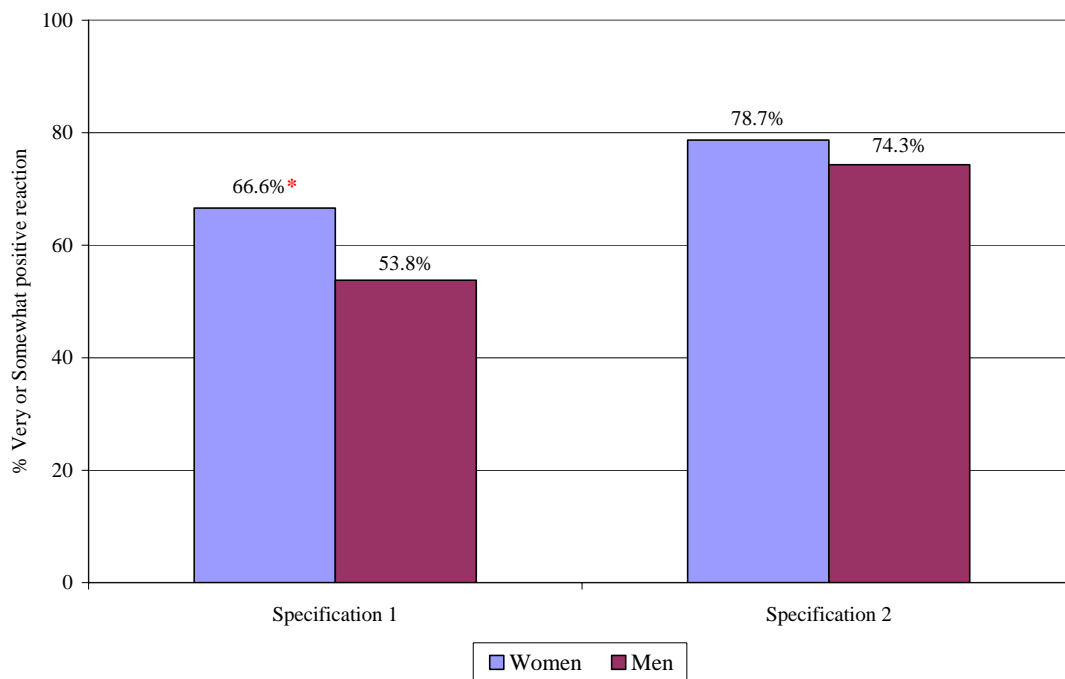
**Table 2.**

Distribution of reported perceptions of the Equity in Faculty Salaries policy, by all faculty.

	N	%
1 – Very positive	269	25.7
2 – Somewhat positive	333	31.8
3 – Somewhat negative	133	12.7
4 – Very negative	60	5.7
5 – Don't know of program	252	24.1

Overall, a majority of faculty indicated a very or somewhat positive reaction to this program (50.5% and 75.7% under specifications 1 and 2, respectively). Women faculty were more likely to report a positive reaction as compared to men, but this difference is only statistically significant under specification one (Figure 6). Untenured faculty were significantly (at  $p < 0.05$ ) less likely to report a positive reaction than tenured faculty under specification one (42.2% versus 59.8%), but this relationship is reversed under specification two (89.1% versus 74.6%).

**Figure 6.** Faculty reactions to the compensation provided to some women faculty under the Gender Pay Equity Study, by gender.



\* Between-group differences significant at  $p < 0.05$

Coupled with this closed-ended item, we asked respondents provide an open-ended explanation of their reaction to the Gender Pay Equity Study and related compensation. Responses to this qualitative item (Q32b) clustered into positive, negative, and other comments. Grouping responses along these dimensions, the modal response was positive (47.8%) though a large number of negative responses (41.9%) were also recorded. Within each valence category responses were further grouped by substantive content, the most common of which are summarized below.

- **Positive reactions** (382 out of 799 total responses)
  - *Necessary/fair* – The majority (n=292) of positive comments focused on respondents' perception that the compensation provided under the Gender Pay Equity Study was needed and fair.
  - *Good direction, but more needed* – Some respondents (n=42) indicated that they felt the Gender Equity Pay Study and compensation received by some women faculty was a step in the right direction but that more efforts were also needed to address gender inequities on campus.
  - *Respondent benefited personally* – A few respondents (n=26) expressed that their positive perception was related to the personal benefit (i.e., increased salary) they received from the compensation provided under the study.
- **Negative reactions** (335 out of 799 total responses)
  - *Not well carried out* – The most common (n=77) negative comment addressed respondents' belief that the Gender Pay Equity Study was poorly implemented.
  - *Ignores salary inequities of men/other faculty* – Another frequently cited (n=56) negative perception was that the compensation provided to some women faculty under the Gender Pay Equity Study ignored the broader issue of salary inequity, which is also experienced by men and other groups of faculty.
  - *Awarded to undeserving candidates and Too based on gender, not merit* – Some respondents explained that their perception of the Gender Pay Equity Study was related to their impression that salary increases were awarded to undeserving candidates (n=39) or that the process of allocating compensation focused too much on gender at the expense of merit (n=37).
  - *Unnecessary/no evidence it was needed* – Some respondents (n=34) suggested that their reaction to the Gender Pay Equity Study was that the necessity of the exercise and the compensation provided was unsubstantiated.

Although we have opted to categorize responses on a valence dimension, this must be interpreted together with responses to the scaled, evaluative item (Q32a, discussed earlier). While our coding scheme sorted qualitative comments such that roughly similar numbers of respondents fell into the positive and negative categories, responses to the scaled evaluation question indicated that a majority held positive perceptions of the Gender Pay Equity Study (602 indicated a very or somewhat positive reaction as compared to 193 indicating very or somewhat negative). The discrepancy tends to indicate that the negative valence category captures critical comments made by individuals who assigned an overall positive rating to the study.



Responses to the closed- and open-ended items support the overall conclusion that while the majority of faculty tend to support the compensation provided to some women faculty under the Gender Pay Equity study, many also have concerns about how the program was implemented and the criteria used in assigning compensation, among others. Women faculty may be more inclined to a positive perception of the program, but it is not clear that this difference is significant. Overall, faculty tend to be poorly informed about the Gender Pay Equity study. Approximately one-quarter of all faculty reported that they were unaware of the program. Critical comments in the open-ended responses also suggest that faculty are unfamiliar with the motivations behind, strategies for carrying out, and criteria involved in the study.

## **Method 2: Interview data**

Qualitative data collected from women faculty included in WISELI's baseline interview project can also be brought to bear on evaluating gender pay equity programs undertaken on the UW-Madison campus.<sup>3</sup> These interviews, conducted in 2003, were conducted from a standard protocol that incorporated questions relating to resource allocation, salary, and gender (see Appendix C). Interview transcripts were coded into thematic categories and passages relating to pay/salary equity and gender were extracted from the transcripts. Of the twenty-six women science and engineering faculty interviewed, eleven discussed their perceptions of equity in faculty salaries at UW-Madison. Some expanded on their perceptions to discuss several related themes: the determinants of faculty salaries, institutional supports and processes related to resource allocation, and individual experiences with the Gender Pay Equity study and/or the Equity in Faculty Salaries policy.

Interviewees raised several complimentary and oppositional perceptions of gender pay equity within their departments or institutional units. Roughly equal numbers of women suggested that they perceived salary inequity in one of three ways: as a *gendered issue*, as an *issue unrelated to gender*, or as a *non-issue*.

Some women refrained from making general statements about gender equity, instead relating their personal experiences. Here, approximately the same number interpreted their experiences as a *gendered issue* as an *issue unrelated to gender* or a *non-issue*. One interviewee noted that while she accepts the empirical evidence that salary differences are related to gender, that this did not fit with her personal experience.

A majority of the women faculty connected their perceptions of gender pay equity to crucial factors that determine faculty salary. The two most commonly mentioned factors are *research emphasis* and *negotiation*. Three women noted that they believe that prioritizing research and securing grant funding was of primary importance in determining a faculty's salary:

I:       *So do you think that there's a relationship between bringing in grants and getting raises?*

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<sup>3</sup> Further details regarding the survey, including sampling techniques and interview strategies can be found in: Pribbenow, C.M., Lottridge, S., and Benting, D. (February, 2004). "The Climate for Women Faculty in the Sciences and Engineering: Their Stories, Successes, and Suggestions." Madison, WI: WISELI Evaluation Report. [Available upon request.](#)

- R: *I do. Yes, yes. ...[After I received tenure] I wrote a new grant ...[and] I got five years of funding ...[and] I'm going to renew [another grant I currently have] and I have another grant in here ...[that] I'll apply for as well. And guess what happened last week? [My chair] gave me another \$2,000 on my salary and in January instead of giving me the 4.2%, he gave me a 4.9% increase. So I don't know what's happening, but I wonder if it has to do with [me] getting grants.*

An equal number of women ascribed similar significance to a faculty member's willingness and ability to negotiate or bargain. This was often described as linked to leveraging external speaking engagements, personal connections, and the like to increase ones' salary.

A few women identified *disciplinary focus* as another important salary determinant. Taken as either or ones' specialization within a broad discipline or as differences between the sciences and humanities, two women argued that disciplinary focus is relevant in determining faculty salary:

- I: *[Are there] differences, gender differences [with regards to]... value or respect by colleagues?*  
R: *No, I can't say that. What I have noticed is ... that there is certainly a difference in discipline, [a] cultural gap in disciplines ... [it] is that sciences versus humanities versus so on, think differently.*

Connecting these four factors to gender pay equity, some women faculty described a correlation between these salary determinants and gender. For instance, one woman noted that men might be more inclined to negotiate for higher salaries:

- I: *[What about] negotiating salary when about to go somewhere else?*  
R: *Men are always better at this. ... My feeling [is] that they use it more. Women are too busy at home I think. I don't know, but I see and hear more [negotiating] for men than women.*

From this perspective, gendered inequities in pay occur because women faculty are less likely to utilize key salary determinants or negotiate to achieve higher salaries, whereas men are more likely to do so.

Some women interpreted the connection in the opposite fashion—that salary determinants explain discrepancies in salaries, and that this difference occurs irrespective of gender. One woman noted that a male faculty member had been relatively under-compensated and that this resulted from his position:

- R: *Actually when we did our gender equity exercise ... we identified a man ... and we noticed, heck why is he so low? And that was a useful finding, that this man for some reason had fallen down [with regards to salary].*  
I: *Did you identify any reasons why he may have been lower on the pay scale?*  
R: *Partly [that] his specialty area ... was [not] as well appreciated within the department.*

From this alternative perspective, salary is determined by a faculty member's relative emphasis on research, negotiation tactics, and other factors irrespective of gender. Individual differences in faculty skill and propensity results in salary variations unrelated to gender.

The mixed reactions reported here suggest that women faculty's perceptions of and experiences with gender pay equity are heterogeneous. The interviews we conducted are insufficient to identify the roots of this heterogeneity, which might owe either to individual-level variation or common structural factors. Nevertheless, interviewees' comments on the institutional process of compensation suggest at least one factor that might be significant for explaining the variance in women faculty's experience of gender equity.

In addition to discussing the aforementioned topics, some women faculty elaborated on the institutional supports and processes that they viewed as having meaningfully impacted their own experience of gender equity. Three women discussed the *critical role of the department chair* in fostering either an equitable or inequitable distribution of resources. Each described the department chair as acting as a 'gate-keeper,' holding authority over the distribution of resources and sway over the trajectory of ones' career. This position and how it is utilized can produce different environments, even within the same department. An example:

*I was recruited by the previous chairman who apparently was [planning] to retire and during the [hiring] negotiation with me, [he] did not tell me that he is going to retire. I trusted him. A lot of things were not in writing ...[which] was not good. ...Then the current [chair] took the position. Once he realized what's happening with the salaries and the space ...[he] corrected this quickly, so that was very good.*

These comments illustrate that the department chair may be a factor influencing women faculty's experience of gender equity.

Finally, some women discussed their impressions of and personal experiences with the Gender Pay Equity Exercises and the Equity in Faculty Salaries policy. These reflections were often tied to interviewees' description of the institutional process of compensation. Each of the three women who discussed the UW-Madison programs related a unique experience, but all can be characterized as broadly positive. None suggested dissatisfaction with the programs.

Two women described how the program enabled them to achieve increased salaries in the face of an otherwise unsupportive department chair. In one case the Equity in Faculty Salaries policy was used as leverage in negotiating a higher post-tenure raise in-line with raises received by male colleagues. A third woman faculty member related that the Gender Pay Equity Exercise had made her aware of the large discrepancies between male and female faculty on campus.

Overall these comments, while not generalizable, suggest that UW-Madison's existing gender equity programs have raised awareness of the issue and have provided an external, institutional support for women faculty. They also tend to indicate that this support may be most valuable for women faculty whose department chair is non-supportive of gender equity claims. In such instances, the campus-wide programs can provide leverage and validation for women faculty seeking redress against perceived gender inequities. While this situation was not typical of

women in our sample, the presence of gender equity programs was not received negatively in any interviews. Together, these facts suggest that UW-Madison's Gender Pay Equity Study and Equity in Faculty Salaries Policy are tools that can help faculty in particular circumstances to address inequities in compensation and that are generally positively perceived.

## Conclusions

The evidence presented in this report supports the general conclusion that faculty at the UW-Madison hold a positive perception of both the Gender Pay Equity study and the Equity in Faculty Salaries policy. Likewise, it also points to a significant minority of faculty who are unaware of these programs. Even among the target population, women faculty a small but notable proportion are ill-informed about the availability of these institutional supports.

The evaluations provided by faculty who had used the programs in the past provide some insight into their value. Among all groups considered here, individuals who had availed themselves of the programs rated them most highly. This tends to suggest that the programs are effective at redressing perceived inequities when utilized.

Taken together, these findings lead us to conclude that future efforts should be aimed at raising faculty awareness of the UW-Madison gender equity programs. Special attention might be devoted to informing junior faculty, who were less likely to be informed than senior faculty, and women faculty, whom the programs target. Furthermore, concerned administrators might consider undertaking efforts to raise faculty awareness of how and why these programs have been implemented on campus. As the critical comments about the Gender Pay Equity study suggest, such efforts may help to improve faculty perceptions of the programs.

Similar to other policies and programs that support women, assuring equity in pay requires continual attention. The policy itself is only as worthwhile as its use and implementation—perhaps the greatest need is to make faculty aware of its potential. Department chairs, as has been noted elsewhere<sup>4</sup>, are key 'gatekeepers' to policy implementation. Simply informing chairs about the gender equity programs is not a sufficient approach, as the lack of familiarity among the faculty suggests. Rather, all faculty should be made aware of and empowered to use the programs, particularly at key points in their careers.

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<sup>4</sup> Pribbenow, C.M., Sheridan, J.T., Carnes, M., Fine, E., & Handelsman, J. (July, 2006). *Departmental Climate: Differing Perceptions by Faculty Members and Chairs*. [Submitted for publication.]

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# *Study of Faculty Worklife at the University of Wisconsin-Madison*



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

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



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

## 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
- ☐ d. Other

1b. In what year were you hired? \_\_\_\_\_ *Go to question 3*

2a. What position were you first hired into? \_\_\_\_\_

2b. What year were you hired? \_\_\_\_\_

2c. What year did you become faculty? \_\_\_\_\_

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/mentor 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 please with my start up package.	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.*

- |  |   |
|--|---|
| <input type="checkbox"/> a. Prestige of university                     | <input type="checkbox"/> i. Support for research              |
| <input type="checkbox"/> b. Prestige of department/unit/lab            | <input type="checkbox"/> j. Salary and benefits               |
| <input type="checkbox"/> c. Geographic location                        | <input type="checkbox"/> k. Colleagues in department/unit/lab |
| <input type="checkbox"/> d. Opportunities available for spouse/partner | <input type="checkbox"/> l. Climate of department/unit/lab    |
| <input type="checkbox"/> e. Research opportunities                     | <input type="checkbox"/> m. Climate for women                 |
| <input type="checkbox"/> f. Community resources and organizations      | <input type="checkbox"/> n. Climate for faculty of color      |
| <input type="checkbox"/> g. Quality of public schools                  | <input type="checkbox"/> o. Quality of students               |
| <input type="checkbox"/> h. Teaching opportunities                     | <input type="checkbox"/> p. 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 or promotional process to associate professor at the UW-Madison?

☐ a. Yes      ☐ b. No      —————> Go to question 13



8a. Do you currently have tenure or an indefinite appointment?

☐ a. Yes      ☐ b. No      —————> 8b. What year do you expect to become an associate professor? \_\_\_\_\_



8c. What year did you become an associate professor? \_\_\_\_\_

9. Please indicate your level of agreement with the following statements regarding your experience with the tenure or promotional 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/promotional process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure/promotion.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure/promotion.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure/promotion.	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/promotion 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/promotion.	1	2	3	4	NA
h. I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA

10. Have you ever extended or reset 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 extended or reset your tenure clock, please list the reason you extended/reset 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 extending/resetting your tenure clock?	11b. How supportive was your department/unit? Please circle on number on a scale of 1 to 4.	11c. What reduced responsibilities were you granted, if any?
First Time		Extremely Supportive 1	Generally Supportive 2
		Generally Unsupportive 3	Extremely Unsupportive 4
Second Time		Extremely Supportive 1	Generally Supportive 2
		Generally Unsupportive 3	Extremely Unsupportive 4



12a. Did you choose NOT to extend/reset the tenure clock even though you may have wanted to?

☐ a. Yes      ☐ b. No      —————> *Go to question 13*



12b. 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. Advising students	_____ %	_____ %
d. Service	_____ %	_____ %
e. Administrative	_____ %	_____ %
f. Clinical	_____ %	_____ %
g. Mentoring	_____ %	_____ %
h. Extension	_____ %	_____ %
i. Outreach	_____ %	_____ %
j. Other _____	_____ %	_____ %
<b>TOTAL</b>	<b>100 %</b>	<b>100 %</b>

14. How much do you agree or disagree with the following statements about the resources available to you?

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	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 colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
l. I have sufficient teaching support (including T.A.s).	1	2	3	4	NA
m. I have sufficient clinical support.	1	2	3	4	NA

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

	Currently collaborate?		Collaborated in the past?	
	Yes	No	Yes	No
a. In your primary department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Outside your department, but on the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Off the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please indicate whether you have ever served on, or chaired, any of the following committees in your department.

Check NA if there is no such committee in your department.	Have you ever served on this committee?		Have you ever chaired this committee?		NA
	Yes	No	Yes	No	
a. Space					
b. Salaries					
c. Promotion					
d. Faculty search					
e. Curriculum (graduate and/or undergraduate)					
f. Graduate admissions					
g. Diversity committees					

17. Please indicate whether you currently hold, of 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. Principal Investigator on an educational grant				
i. Other, please explain: _____				

18. Have you held any of the following leadership positions outside UW-Madison?

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

19. 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 21



20a. Are there barriers preventing you from taking on such a position?

☐ b. No      —————> Go to question 21      ☐ a. Yes



<p>20b. What are the barriers?</p> <hr/> <hr/> <hr/>
--

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

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

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

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree 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 have a voice in how resources are allocated.	1	2	3	4
c. Meetings allow for all participants to share their views.	1	2	3	4
d. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
e. My department chair involves me in decision-making.	1	2	3	4

## ***Satisfaction with UW-Madison***

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

23. 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

24. 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

25. What factors contribute most to your satisfaction at UW-Madison? \_\_\_\_\_

26. What factors detract most from your satisfaction at UW-Madison? \_\_\_\_\_

☐a. Yes  
↓

☐b. No → *Go to question 30*

Not very seriously	Somewhat seriously	Quite Seriously	Very seriously
1	2	3	4

## ***UW-Madison Programs and Resources***

30-31. 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.

	30. How valuable is each program? <i>Please rate on a scale of 1 to 4 (whether or not you have used it).</i>					31. Have you ever used this program?	
	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Suspension of the tenure clock	0	1	2	3	4		
b. Dual Career Hiring Program	0	1	2	3	4		
c. Provost's Strategic Hiring Initiative	0	1	2	3	4		
d. Anna Julia Cooper Fellowships	0	1	2	3	4		
e. Inter-Institutional Linkage Program	0	1	2	3	4		
f. Split Appointments	0	1	2	3	4		
g. Family Leave	0	1	2	3	4		
h. Ombuds for Faculty	0	1	2	3	4		
i. New Faculty Workshops	0	1	2	3	4		
j. Equity in Faculty Salaries Policy	0	1	2	3	4		
k. Women Faculty Mentoring Program	0	1	2	3	4		
l. Committee on Women	0	1	2	3	4		
m. Office of Campus Child Care	0	1	2	3	4		
n. Sexual Harassment Information Sessions	0	1	2	3	4		
o. Life Cycle Grant Program	0	1	2	3	4		
p. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4		

1 Very Positive \_\_\_\_\_

2 Somewhat Positive \_\_\_\_\_

3 Somewhat Negative \_\_\_\_\_

4 Very Negative \_\_\_\_\_

5 Don't know of program \_\_\_\_\_

32b. 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.

33. 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

34. Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison.

<i>Circle one number on a scale of 1 to 4.</i>	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-Madison 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.

35. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	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. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA

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

- ☐ a. Yes      ☐ b. No      —————> *Go to question 42*



37. We are interested in how the timing of raising children affects career trajectories. For each child that has been dependent on you in the past or at the present time, please list the year that child was born, the year that child entered your home (if different), the child's gender, and year the child first moved out of your home (e.g., to attend college).

	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	

38. 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 42*



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

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

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

Very satisfied      Somewhat satisfied      Somewhat dissatisfied      Very dissatisfied  
1      2      3      4

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

<i>Circle one number on a scale of 1 to 4.</i>	High Priority 1	Quite a Priority 2	Somewhat 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

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

☐a. Yes      ☐b. No      —————> *Go to question 44*



43. 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. 6-10 hours a week      ☐c. 11-20 hours a week      ☐d. 21-30 hours a week      ☐e. More than 30 hours a week

44. With regard to **past or current care** of dependent children, aging parents/relatives, or a disabled spouse/partner, what would you recommend the University do to support faculty and staff?

---



---

## Spouse/Partner's Career

45. What is your current marital or cohabitation status?

- ☐ a. I am married and live with my spouse —————→ Go to question 46
- ☐ b. I am not married, but live with a domestic partner (opposite or same sex) —————→ Go to question 46
- ☐ c. I am married or partnered, but we reside in different locations —————→ Go to question 46
- ☐ d. I am single (am not married and am not partnered) —————→ Go to question 49

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

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

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

48. 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
d. My spouse/partner and I have seriously considered leaving Madison to enhance both our career opportunities.	1	2	3	4	NA

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

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	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. 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	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. The department knows the options available for faculty who have a new baby.	1	2	3	4	DK	NA
e. The department is supportive of family leave.	1	2	3	4	DK	NA
f. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

A person's health has been shown to be related to their work environment. Please answer the following questions about your health.

50. 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

51. How often do you feel:

<i>Circle one number on a scale of 1 to 5 for each item.</i>	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	1	2	3	4	5
b. Fatigued	1	2	3	4	5
c. Stressed	1	2	3	4	5
d. Nervous	1	2	3	4	5
e. Depressed	1	2	3	4	5
f. Short-tempered	1	2	3	4	5
g. Well-rested	1	2	3	4	5
h. Physically fit	1	2	3	4	5

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

☐ a. Yes                      ☐ b. No                      —————> *Go to question 54*  
↓

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

<i>(Circle one number on a scale of 1 to 4 for each statement).</i>	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***

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

<i>Circle one number on a scale of 1 to 4.</i>	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 identified ways to recruit women faculty.	1	2	3	4	DK
c. My department has actively recruited women faculty.	1	2	3	4	DK
d. The climate for women in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for women.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for women.	1	2	3	4	DK
g. My department has too few women faculty in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move women into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK



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

<i>Circle one number on a scale of 1 to 4.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few faculty of color in my department.	1	2	3	4	DK
b. My department has identified ways to recruit faculty of color.	1	2	3	4	DK
c. My department has actively recruited faculty of color.	1	2	3	4	DK
d. The climate for faculty of color in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for faculty of color.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for faculty of color.	1	2	3	4	DK
g. My department has too few faculty of color in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move faculty of color into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote faculty of color 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 be presented in aggregate form so that individual respondents cannot be identified.

56. What is your sex? ☐a. Male ☐b. Female

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

☐a. Southeast Asian

☐e. Native American (American Indian or Alaskan Native)

☐b. Other Asian/Pacific Islander

☐f. White, not of Hispanic origin

☐c. Black/African American, not of Hispanic origin

☐g. Other, please explain: \_\_\_\_\_

☐d. Hispanic

58. What is your sexual orientation? ☐a. Heterosexual ☐b. Gay/Lesbian ☐c. Bisexual

59. Are you a U.S. citizen? ☐a. Yes ☐b. No

60a. What degrees have you received? *Check all that apply.*

☐a. Ph.D.

☐d. J.D.

☐b. M.D.

☐e. M.A./M.S.

☐c. D.V.M.

☐f. Other, please list: \_\_\_\_\_

60b. Year earned highest degree: \_\_\_\_\_

60c. Institution grant highest degree: \_\_\_\_\_

61. Which department/unit did you have in mind when completing this survey? \_\_\_\_\_

62. As a general measure of socioeconomic background, what is/was your parents' highest levels of education?

<i>Check NA if not applicable.</i>	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother							
Father							

**THANK YOU for your time!**

## APPENDIX B. SURVEY RESPONSES

**Table B1. Value and Use of Equity in Faculty Salaries Policy**

	N	Never Heard of Program		Program is Very, Quite or Somewhat Valuable			Ever Used Program	
				**	***			
All Faculty	1253	26.3%		66.2%	89.8%		13.0%	
Women	380	16.3%	*	78.7%	*	94.0%	*	32.6%
Men	871	30.7%		60.7%		87.6%		4.6%
Untenured	301	40.9%	*	56.2%	*	94.9%	*	7.5%
Tenured	952	21.6%		69.4%		88.6%		14.7%
Biological	428	31.9%	*	62.7%	*	92.1%		10.8%
Physical	247	39.4%	*	51.6%	*	85.1%	*	6.6%
Social	341	17.9%	*	73.6%	*	89.6%		17.5%
Humanities	217	13.8%	*	79.3%	*	92.0%		18.8%
Science	669	35.0%	*	58.1%	*	89.3%		9.3%
Non-Science	575	16.5%		75.8%		90.8%		17.7%
Faculty of Color	113	23.9%		69.0%		90.7%		11.8%
Majority Faculty	1140	26.5%		66.0%		89.7%		13.1%
Non-Citizen	130	38.5%	*	53.9%	*	87.5%		7.8%
Citizen	1119	24.8%		67.7%		90.1%		13.7%
Cluster Hire	44	50.0%	*	50.0%	*	100.0%		2.4%
Not Cluster Hire	1209	25.4%		66.8%		89.6%		13.4%
Multiple Appointments	223	20.6%	*	72.7%	*	91.5%		14.3%
Single Appointment	1005	27.8%		64.9%		89.8%		13.0%
Parent	831	25.5%		65.8%		88.4%	*	12.3%
Non-Parent	411	28.5%		66.4%		92.9%		14.5%
Child Under 18	516	29.3%	*	62.8%	*	88.8%		10.9%
No Child Under 18	706	24.1%		69.2%		91.2%		14.9%
Child Under 6	159	34.6%	*	59.8%		91.4%		6.9%
No Child Under 6	1061	25.1%		67.5%		90.1%		14.2%
Stay Home Spouse	223	36.3%	*	54.3%	*	85.2%		4.1%
Working/No Spouse	996	24.0%		69.3%		91.2%		15.2%
Used Program	157	--		91.7%	*	92.9%		--
Never Used Program	1018	--		61.8%		88.7%		--

\* T-test between groups significant at  $p < .05$ .

\*\* Compared to Not at all Valuable or Never Heard of Program.

\*\*\* Compared to Not at all Valuable. Never Heard of Program coded as missing data.

**Table B2. Reaction to the Compensation Provided to Some Women Faculty Through the Gender Pay Equity Study in 2000.**

	N	Don't Know of Program	Very or Somewhat Positive Reaction			
			**		***	
All Faculty <sup>†</sup>	1047	24.1%		50.5%		75.7%
Women	305	15.4%	*	66.6%	*	78.7%
Men	742	27.6%		53.8%		74.3%
Untenured	135	52.6%	*	42.2%	*	89.1%
Tenured	912	19.9%		59.8%		74.6%
Biological	369	31.2%	*	53.7%		78.0%
Physical	213	35.7%	*	49.3%	*	76.6%
Social	274	13.1%	*	66.4%	*	76.5%
Humanities	178	13.5%	*	62.4%		72.1%
Science	569	32.5%	*	52.4%	*	77.6%
Non-Science	465	14.2%		64.1%		74.7%
Faculty of Color	87	26.4%		57.5%		78.1%
Majority Faculty	960	23.7%		57.5%		75.5%
Non-Citizen	78	46.2%	*	42.3%	*	78.6%
Citizen	966	22.3%		58.8%		75.6%
Cluster Hire	12	75.0%	*	25.0%	*	100.0%
Not Cluster Hire	1035	23.5%		57.9%		75.6%
Multiple Appointments	191	21.5%		64.4%	*	82.0%
Single Appointment	834	24.9%		56.1%		74.8%
Parent	734	24.0%		57.0%		74.9%
Non-Parent	300	24.3%		58.7%		77.5%
Child Under 18	418	28.5%	*	54.8%		76.6%
No Child Under 18	599	21.2%		59.6%		75.6%
Child Under 6	100	38.0%	*	48.0%	*	77.4%
No Child Under 6	916	22.7%		58.6%		75.9%
Stay Home Spouse	177	36.7%	*	46.3%	*	73.2%
Working/No Spouse	838	21.5%		60.1%		76.6%

<sup>†</sup> Excludes faculty hired in 2000 or later.

\* T-test between groups significant at  $p < 0.05$ .

\*\* Compared to Somewhat or Very Negative reactions and Don't Know of Program.

\*\*\* Compared to Somewhat or Very Negative reactions. Don't Know of Program coded as missing data.

## APPENDIX C. WOMEN FACULTY INTERVIEW PROTOCOL

### WISELI Baseline Interview Protocol

***1. Tell me how you got to where you are today in your current position at UW. Start as early as you like.***

FOR FACULTY:

We know: Title (Assistant, Associate, Full professor; Tenure-track or Tenured)

- How long working at UW-Madison in current position?
- Transferred from elsewhere? Went through tenure process elsewhere?
- Current position entails?  
(\_\_ % research, \_\_% teaching, \_\_% service, \_\_% administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)
- If switched from academic staff to faculty –find out when and how.

***2. Tell me about your experience starting here. Start with when you first applied. Why here? Tell me about process, negotiations, etc.***

Get info about:

- What motivated you to apply at UW-Madison?
- The hiring process (i.e., the application, interview, contract negotiation process).
  - FACULTY: Start up space? Start up dollars? What did you negotiate? What did you get?  
Satisfied with start up package?
- What was good about the hiring process? What could have been improved?
- Did you receive mentoring during the negotiations of start-up package? By whom?
- Was "dual hiring" an issue? Describe.
- How did this position fit (or not fit) with your career aspirations?

***3. Let's talk about your [department, unit, or lab].***

A) Briefly describe your [department, unit, lab] for me. (How large? Geographical layout (e.g. in one location or several locations)? Diversity in terms of gender, race/ethnicity, age?)

B) What's it like to work/be in your [department, unit or lab]? We are interested "in general" and for you "personally." Interested in resources and social environment.

Examples of prompts:

- What is "tone" of department? (friendly, supportive, competitive, hostile)
- unit/lab/departmental meetings-- how do you feel about your participation in meetings with colleagues? Other collegial interactions?
- how committee assignments are made
- FACULTY/INSTRUCTOR: how teaching assignments are made
- resources available in the department
- support for advancement in your career
- kind of chair/director you have
- your colleagues and your relationships with them

C) Do you or have you had a role in leadership? Describe. Do you want or plan towards a role in leadership?

D) What are the best features of your work environment?

E) How does working in this [department, unit, or lab] compare to other [departments, units, labs] (here and at other jobs) with respect to:

- resources?
- social environment?

F) What are the issues that come up for you in your [department, unit or lab]? How do/did you handle these issues?

EXAMPLES INTERVIEWEES MAY RAISE – Some may be used as probes if interviewee doesn't discuss.

- Amount of work demanded
- Amount of resources – space, assistance
- Course and service assignments
- Sense of isolation or limited social interaction in workplace
- Leadership by chair/director and support in your career
- Colleagues to work/talk with; Respect from colleagues
- Availability of mentors or role models
- Having a voice in unit/department policy
- Balance between work and non-work life (including child care)
- Sexual harassment
  - Discrimination
  - Things that are done to make you feel valued or de-valued

G) Based on issues raised by interviewee, ask:

- Have you used campus resources/initiatives to address these issues? [mention all]  
Examples:      Mentoring      Child care  
                     Stopping the tenure clock      Family leave  
                     Extended tenure clock      Academic Staff merit  
                     Committee on Women      Faculty Ombudsperson  
                     Sexual Harassment Workshops/Brochures  
                     Women Faculty Mentoring Program  
                     Employee Assistance
- Are there initiatives that WISELI could undertake to address these concerns?  
(e.g., Leadership training for chairs/deans; Professional development workshops for faculty/staff; Studies of key issues)

#### ***4. Let's talk about balancing life at work and life outside of work.***

A) Tell me about your commitments/interests outside of work.

- Partner/spouse?
- Children? Other dependents?
- Dual career? Both in sciences or engineering? Primary & secondary earners?
- Other commitments?
- How are responsibilities shared?

B) How do these commitments/interests influence your work?

Examples:

- Expectations about balancing career and life outside of work
- Ability to attend late meetings, work nights and weekends, work in lab 24-7
- Time
- Interruptions

C) Does balancing work and home life/interests have an effect on your physical and mental health? If so, in what way? Would you consider this effect to be positive or negative?

**5. Can I ask you to reflect on your career at UW-Madison and to think about your future?**

A) Tell me about how your career has evolved at UW-Madison?

- Has it evolved as you expected? How happy or satisfied are you in your career? Tell me about success and your definition of success. What motivates you?
- What are your short-term and long-term career goals?
- What has been most influential?
- Have you ever wanted or tried to leave UW-Madison? If so, what prompted you to want to leave? And, what kept you here? Did you re-negotiate space, salary, etc.?
- Do you plan to stay at UW-Madison?

B) Do you feel that your work has been supported/recognized at UW-Madison?

- If so, how has it been supported? (e.g., financial or other rewards; request for leadership roles; access to key committees; access to resources such as equipment and graduate students; research collaborators)
- Are there ways that you feel your work has NOT been supported/recognized at UW-Madison?

**6. What role has gender played in your career and in your experience?**

A) In your view, did gender effect your early career aspirations, experiences, or planning?

B) Does it effect your current work experience?

C) What's it like to be a woman working at UW in the [science, engineering]?

- Are there challenges or obstacles that women in [science, engineering] in general encounter?
- Are there challenges or obstacles that you encounter?
- Many women leave the [sciences, engineering] and leave academia. What keeps you in the [sciences, engineering]? Are there factors that keep you here?

D) How, if at all, do you think gender might play a role in your future professional career?

E) Have you observed differences between the career choices or paths of women and those of men in [science, engineering] in your [department, unit, or lab]? If so, what are they?

**7. Let's talk about some of the gender issues people raise.**

Discuss chart with interviewee

**8. If these are experienced by you, where do you go (would you go, or did you go) to get assistance with these types of issues? What is available here? Where is more help needed?**

**9. What are your thoughts about the future for women in [sciences or engineering] at UW in particular? Why do you feel this way? How could WISELI fit with this future? Where should efforts be focused?**

**10. Feel free to make any additional comments.**

**FOR QUESTION #7.**

The literature on women in science and engineering describes possible differences experienced by men and women in academic science and engineering careers. Here is a list of possible differences. Can you let us know:

- Have you have experienced any of these differences? (describe, if you have)
- Have you observed any differences experienced by other women in [science or engineering]?
- In your view, are some of these more serious/critical than others?

<b>Differences in...</b>	<b>Experienced by interviewee</b>	<b>Observed by interviewee</b>	<b>Considered most/more critical</b>
Allocation of teaching/service assignments (e.g., committees)			
Access to resources (lab or office space)			
Salary (although similar rank, title, experience, publications)			
Value/respect by colleagues			
Degree to which taken seriously as scholar/scientist/engineer			
Attitudes or consequences if one needs to meet family responsibilities, uses family leave, stops tenure clock, or attempts to job share			
Processes or standards for promotion			
Inclusion into professional collegial relationships			
Access to senior faculty			
Opportunities to show leadership			
Value given to informal service activities (e.g., community involvement)			
Negotiating salary when about to go elsewhere			
Involvement with colleagues in informal activities			
Interactional/conversational styles			
The experience of having your ideas ignored			
Feelings of professional or social isolation			
Feelings of being undervalued or ignored by colleagues			
Sexual harassment			
General happiness/mental health			
Physical health			

**WISELI Research/Evaluation Report:**

O'Connell, Kathleen; Christine Maidl Pribbenow;  
and Deveny Benting. March 2006. "The Climate at  
UW-Madison: Begins Sunny and Warm, Ends  
Chilly."



**THE CLIMATE AT UW-MADISON:  
BEGINS SUNNY AND WARM, ENDS CHILLY**

*Submitted to:*

Molly Carnes, Jo Handelsman and Jennifer Sheridan  
WISELI Principal Investigators and Executive Director

*Submitted by:*

Kathleen O’Connell, Christine Maidl Pribbenow and Deveny Benting  
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March 26, 2006

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# **The Climate at UW-Madison: Begins Sunny and Warm, Ends Chilly**

## ***Executive Summary***

The following is a summary and technical report of the results of semi-structured interviews with nine female faculty members who left the UW-Madison and seven faculty members presently employed at the UW. The interviews were conducted on behalf of the Women in Science and Engineering Leadership Institute (WISELI), an initiative funded by the National Science Foundation<sup>1</sup> that seeks to increase the number of women as faculty and as leaders on the UW-Madison campus. To achieve this goal, WISELI staff and the leadership team envisioned the campus as a living laboratory to promote gender equity for women in science and engineering by conducting “issue studies,” carrying out dynamic research and evaluation, and continuing and developing campus initiatives and programs. The following report documents the second issue study funded by this grant.

Initially, sixteen interviews were conducted and the data were collected for two separate studies and purposes: 1) to identify the factors that influenced women faculty in science and engineering to leave the UW-Madison and, 2) to explore dual-career hiring experiences of university employees. It was only after the interview data from both studies were analyzed that we began to see how many of the findings were actually related. The executive summary explains the interrelated nature of these studies; the technical report explains the methodology and results for each study separately.

## **Cross-cutting Findings**

Interviews with seven men and women who were hired at the UW-Madison with their spouses indicate that the university is doing good things to attract dual-career couples. The interviewees described how the university had been “accommodating,” “proactive,” and “helpful” overall. In these cases, each member of the couple was offered a position at the university—the ideal situation for the couple’s personal and professional needs. In all cases, the initial hire received the desired faculty position and in two cases, the “trailing” spouse went into an academic staff position.

The results from interviews with nine women faculty who left the university reveal two central themes—negative departmental climate and work-life balance issues. The women faculty consistently described specific negative incidents from their personal experience and how those incidents affected their decision to leave the UW. Further, competing and often conflicting demands between rigorous professional responsibilities and those of their families provided further justification for their decisions.

The interviews to discover why women faculty leave the university demonstrate that the issue of negative climate seems to be interwoven with the experiences of dually-hired couples. It appears

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<sup>1</sup> NSF SBE – 0123666, \$4.75 million provided from January 1, 2002 to December 31, 2006; the ADVANCE Program is subtitled “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers.”

from the interviews that these hires are a very attractive means for recruiting professional couples to campus. According to the results of the dual-career study, the university is successful in attracting these couples. Once the couple is here however, both individuals are not necessarily happy. Surprisingly, approximately half of the interviews with women faculty who left revealed that their husbands were not having positive experiences within their departments, which ultimately prompted both to seek positions elsewhere. In these instances, the wife made the decision to leave the university, which is of particular concern since many of these women were successfully recruited into a science or engineering department.

In summary, there appears to be a discrepancy between recruiting couples to campus and actually retaining them. This disconnect influences the decision for either or possibly both members of the couple to leave the university. In these instances, if the husband was unhappy in his department, but the wife content in hers, she ultimately made the decision to leave the university with him. The positive experiences with dual-hire recruitments seem, for some, to have been overshadowed by the spouse having a negative departmental climate experience.

### **Recommendations to Improve Recruitment, Retention and Overall Climate**

Based on the stories of the women and the dually-hired faculty described in the subsequent technical report, several recommendations emerged. These recommendations are aimed at improving the overall experience of faculty in science and engineering departments with recruitment, retention and improving the climate for all.

#### **Recruitment**

- Make sure start-up packages include items such as space, personnel, and other resources—enough to ensure a successful beginning for a new hire.
- Honor contracts offered during recruitment efforts.
- Delineate tenure guidelines immediately.
- Make spousal hire policies transparent; document and communicate what they are and how they are implemented.
- Disseminate information regarding sick and maternity leave, tenure-clock extension, and other UW policies.
- Ensure that the “trailing” spouse is offered a position that is consistent with her/his professional and personal needs and goals.
- Encourage collaboration across departments to make spousal hires a possibility.

#### **Retention**

- Integrate new faculty into the department with deliberate strategies to address isolation.
- Offer an initial reduction in teaching loads, advising, and committee work for new hires.
- Delineate and document tenure and promotion guidelines.
- Support realistic performance expectations within varying specialties (i.e., clinical expectations in addition to grants, teaching, research, and publishing).
- Provide guidance for junior faculty in seeking grants, teaching, publishing, research, and clinical work.
- Improve departmental mentoring, both formal and informal.
- Implement strategies to decrease isolation felt among women, those doing non-mainstream research, etc.

- Invest in a new hire for their own well-being, the department's and for the university.
- Fund permanent positions for dual-career hires.
- Offer life-cycle research grants in times of personal and professional struggles.
- Create and sustain zero tolerance policies on illegal and unethical practices in departments.
- Designate an ombuds position to address dual-career and climate issues on campus.
- Develop and disseminate information about work life-family balance policies.
- Increase opportunities for networking with women scientists and other professionals.

The interviews that were conducted for two separate studies, dual-career hiring and why women leave the UW-Madison, are more meaningful when they are described together. Separately, the two studies are just a few brushstrokes on a canvas. Together, they paint a picture of some of the stories and experiences of couples hired at and then leave the UW-Madison. The following technical report explains the methodology and results for each study separately.

# **The Climate at UW-Madison: Begins Sunny and Warm, Ends Chilly**

## ***Technical Report***

### **Introduction**

This report describes the methodology and results of interviews with nine female faculty members who left the UW-Madison and seven men and women presently employed by the UW-Madison. The interviews were conducted on behalf of the Women in Science and Engineering Leadership Institute (WISELI), an initiative funded by the National Science Foundation that seeks to increase the number of women as faculty and as leaders on the UW-Madison campus. The purpose of the interviews was to: 1) identify the factors that influenced women faculty in science and engineering departments to leave the UW-Madison, and 2) to explore the experiences of dually-hired university employees.

### **Methods**

#### ***Dual-Career Hire Study***

In the fall of 2004, staff at Virginia Tech approached WISELI's Executive Director and asked for help in obtaining contact information for the couples who were "dually hired" at the UW-Madison in recent years. As a funded ADVANCE site, they were studying dual-career policies and wanted to include information from faculty and staff at UW-Madison. In return, they provided us with the transcripts from the interviews they conducted with these individuals. The interview protocol used for this study is found in Appendix A.

Ultimately, seven people were interviewed. Each was identified as the "first hire." Four are men; three are women and all were hired into faculty positions between 1997 and 2002. In these interviews, the faculty members noted that five of their spouses were hired into faculty positions; two were hired into academic staff positions.

#### ***Why Women Leave Issue Study***

In fall of 2004, a list of women who were in science and engineering departments and who left the university between the years of 2001-2004 was obtained. From this list, names were omitted if they appeared to have retired or were deceased. Approximately seventeen names remained and all were contacted and invited to participate in this study. From this group, nine women agreed to participate in interviews<sup>2</sup> using the interview protocol found in Appendix B.

Each interview took between 20 and 60 minutes to conduct and all were completed over the telephone and taped using recording equipment to capture both the interviewer and the interviewee. The resulting tapes were transcribed, and the transcripts analyzed using ATLAS.ti coding software.

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<sup>2</sup> Eight interviews were conducted by Christine Maidl Pribbenow, one was conducted by Deveny Benting.

## Analysis

For both studies, the interview transcripts were inserted into ATLAS.ti and reviewed and coded by at least two members of the WISELI evaluation staff. When coding the “why women leave” data, 93 codes were identified with 1-11 instances or “quotes” included in each. These codes were further combined into the thematic areas described below. For the “dual-career” data, 85 codes were identified, which included 1-10 instances or “quotes” in each. These codes were further collapsed into the major thematic areas described below.

## Results

It makes intuitive sense to discuss the dual-career study first, as the process of being hired comes before the decision to leave. Consequently, these results will be described, followed by the results of the interviews of women who left the university.

### *Dual-Career Hire Study*

Several of the interviewees discussed the deliberate decision that both they and their spouses made to come to UW-Madison so that they could be together. This seemed to be a good draw for these professional couples. For example, Susan<sup>3</sup> explains:

*One of the reasons that we chose UW in the first place was that both of us would be able to come. That was one of the things that we had decided earlier in our marriage, that we didn't want to be separate because we had seen too many of our friends separate, both in their academic locations and then subsequently marriage. And we just didn't want that to happen. So we were determined that we were either going to take positions, academic positions together, or if he wanted to go into academe and I went into industry, but it would be in the same place. And Wisconsin gave us the opportunity to both be in academe and the same place.*

Tim describes how this strategy affected his decision to accept the position:

*The University has this spousal hire program that worked really well for us, and I am sure it made the difference in whether or not we came here or went somewhere else. We had three offers and we chose to come to this university largely because we thought it was not only the better place for our family and had the right level of sort of pressure on two of us since we were both going to be assistant professors at the same time, and moreover we had simultaneous offers because of the spousal hire program.*

As seen in these examples, many of the interviewees had positive reactions to this recruitment strategy. Jane and others also describe how surprised, and even shocked they were at receiving two offers for the couple:

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<sup>3</sup> All names have been changed to protect the identity of the interviewees.

*Actually I was amazed at how well the university functioned in spousal hiring. I came from a place where this was unknown. It just absolutely floored me, how proactive they were, how accommodating. I didn't bring up the issue, they did...they just assumed that to attract me, they would also need to come up with a second position. Well, we both came in at the same time initially, but then they asked him to come back once they decided. We actually applied for one position. We said we would compete for it or share it. And then they went through their process and offered me the position. And then they indicated that they would try to come up with a comparable position. There's actually a person whose job it was to develop spousal hires. I was so impressed. And then they asked my spouse to come back and interview again. At UW, it's a matter of finding the right place. It's not a matter of 'if.'*

\*\*\*\*\*

*It just sort of happened as far as our offers were concerned after I interviewed. Once I had the first offer and at that stage I told them that it would be very important that [wife's name] also get an offer or find something that is meaningful here, and then within a week, I think she had three different departments that were all sort of interested in having her be a part of their faculty. And, she came out and interviewed and everything sort of worked smoothly.*

In addition, co-workers within the departments seemed to agree that this was a plus not only for the couple, but for the department, as well.

*I think it's only positive... in the [ ] department where I am, we've hired during the last 5 years, two women have joined our program that we would say, that both came on as spousal hires, but very senior spousal hires and they have been extremely high caliber people. I think they are equivalent to the top 10% of our department, one came from the university of [ ], one was a tenured faculty member in a more prestigious department than ours, the other person was very well known from the University of [ ] and she came here and also added clout to our department. The interesting thing is in both of these cases, they would have been first round people all by themselves, we would have bent over backwards to recruit them, but they happened to just show up as spousal hires for our department, and so in that sense it seems to work really, really well in our case. We are getting some high quality people in areas that we wouldn't have necessarily been able to hire before. I think my colleagues have a very high opinion of [dual-career hires], it seems to work really well for us.*

Generally, across campus, dual hires also seemed to be perceived as a positive strategy for attracting quality people. Tim notes:

*I think that the answer there is 'yes,' across the university it has worked out, it works out really well, the only criticism that you could have is that you would be bringing in people who aren't as high of quality, the quality level could drop, but in fact I think it is just the opposite. I think we've gotten higher quality people overall because we have been able to simultaneously hire couples that are really both superstars, so that seems to work pretty well. And, I think that is the general opinion also.*

Though most of the dual hire stories shared were positive, a few interviewees shared concerns about their departmental experiences. These centered around the perceptions voiced by various departments, worries about potential divorce and “voting blocks,” lack of transparent policy implementation, and the lengthy period of time for the hiring process. Karen explains:

*We wanted to be in different departments which we thought was good, because bringing two people in who are in different departments, I think people have less issues associated with that than bringing a married couple into the same department, whether they be in the same area within the same department. And I initially had thought, well, why are people prejudiced against that, why would they not want to bring a married couple in? I guess there is the horrible thought that they are going to get divorced and then you're going to have this situation, I think there is also the issue that they are going to be a voting block, that there is going to be two people that are probably going to have the exact same beliefs and it's going to be hard to work with these people on committees, especially if they are in the same area.*

She also shares concerns about ensuring that it is handled smoothly:

*I don't know anywhere where [dual hiring] is really streamlined, it all seems to be, it is not as straightforward to bring in two people as it is to bring in one, and it just adds further complications and stress to it.*

Tim echoed Karen’s uncertainty in regard to the formalized workings of the program:

*I didn't, we didn't see too much of the inside workings of the program if you will...I am still not fully aware of what the policy is. I think I appreciate that there is a chunk of money that is made available to departments to hire that is outside their normal hiring plan, that they have agreed with the dean on, and it happens at [UW], so I know those two things happen.*

Michael had concerns about the possibility of policy inconsistencies in varying departments across campus:

*I think there is quite a bit of variation among departments. I think it also differs when it comes to faculty positions. There is more resentment in general, than towards an academic staff position for two years and things like that.*

Finally, Margaret shares how the “receiving department” with the dual-hire can sometimes be an obstacle to be overcome:

*The difficulty was in the receiving department that didn't initiate the hiring, they emphasized that this additional hiring has to fit their long-term plans. And obviously they found it did fit into their long-term plan, so they did. But it was a big barrier to overcome.*



From those interviewed about the dual-hire experience, some did offer recommendations for improving the overall process. These suggestions included establishing and streamlining a standardized process, making this process transparent for campus and potential university candidates, encouraging collaboration across campus departments, identifying funding for permanent dual hire positions other than soft monies, and the establishment of an ombudsperson for dual hire inquiries.

*I think it would be good to say, this is our spousal hire policy and provide that to every job candidate during an interview, because there is a lot of advice given—‘don't mention spousal hire during an interview, it may work against you.’ And I think just being up front about it would be good... there is a lot of rumors about what the university would do for an assistant professor, an associate professor, for spousal hires, but no one quite knows. So, having a more explicit policy... I think that would be good. Maybe even having an ombudsman that you could ask on campus. If I would interview again, someone who I could talk about the spousal hire process, not the department chair or someone on the search committee to whom if I may have just mentioned it, I could have blown my chance. I think that would be good.*

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*I think being as open and honest from their side from the very beginning...it seemed a little bit like smoke and mirrors here a little bit, I didn't know what was going on for a while... there is a lot of, 'we are going to make you an offer,' but it took a long time to see it in writing, a really long time and just ways that it could be made more clear, that would have helped. More transparent...we felt a lot of the time that we did not know what was really going to happen, it was really stressful.*

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*I hope there is a standard policy or program across colleges and when this type of issue comes up it is able to be handled professionally and timely...because in many spousal hiring cases it doesn't always happen within the same college. In our case, one was the [ ] school and one was in [ ]. And there had to be a discussion between these two colleges and then it had to be forwarded to the graduate school. I think it is important for the university or institute to have a program established to facilitate the discussion across colleges.*

### *Why Women Leave Issue Study*

Of the nine women who were interviewed, seven continued in faculty positions at other universities, one took a position as a Lab Researcher in industry, and one took an academic staff position at a university. When asked, there were a number of reasons that women faculty in the science and engineering departments identified to explain why they left. Essentially, the information that emerged was clustered around the central themes of poor departmental climate and work-life balance issues.

Interestingly, the issue of poor departmental climate surfaced in an unexpected way. The issue of negative climate seems to be interwoven with the experiences of dually-hired couples. It appears from the interviews with dually-hired couples, that these hires are a very attractive means for

recruiting professional couples to campus. As discussed, the university seems to be somewhat successful in attracting these dual-career couples. However, once the couple is here, they may not both be happy. There appears to be a tension between recruiting and attracting these couples to campus and actually retaining them. This disconnect seems to have influenced the decision for both members of the couple to leave the university, as described below. In these instances, if the husband was unhappy in his department, but the wife content in hers, she ultimately made the decision to leave the university with him. In some instances, the science and engineering departments experienced the loss of women faculty because their spouses were having difficulty within their own departments.

### Dual-Career Issues

Interestingly and unexpectedly, interviews with about half of the women revealed the situation that their husbands were having within their own departments, which ultimately prompted them to seek positions elsewhere. In these instances, the wife made the decision to leave the university, as well. Some of these experiences include poor communication, biased allocation of resources, inadequate mentoring, feelings of isolation, and arbitrary performance and promotion guidelines. Even more serious, a couple of women described legal and ethical issues such as not honoring contracts, intentional sabotaging of careers, violent departmental meetings, co-workers serving jail sentences for charges of fraud, and fraternization with students.

Susan describes her husband's difficult experience:

*The main reason that we left was not because of my experience, but because of his experience and because his experience was just opposite of mine. And so it was a family decision, that even though mine was great, I wasn't going to stay and have him leave and take another position in a different state.*

She continues:

*His very first faculty meeting, some of the professors in that meeting, for the lack of a better term, didn't know how to control their anger about a particular issue and began cursing and someone [became aggressive]...and after that, he didn't go to faculty meetings anymore, which was not a good thing politically of course... In the department, they did a lot of partying and drinking and there were some instances where some of the professors... would encourage their students to go to bars with them. And my husband was really uncomfortable with that. And there were just some other things where he wasn't very comfortable with his colleagues in terms of the things that they wanted to do and how they were conducting themselves, because he had one view of what a professor was supposed to be and it wasn't working.*

Susan's husband and others also dealt with unethical behavior, as described in the following two examples:

*He had another professor who wanted to put him on a grant and worked with him to get his work on the grant, but then submitted the grant and never acknowledged him.*

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*It's really a shame, because you have professors that are just terrible teachers, don't reach out, have no rapport with the students, but because they are bringing in great money, they're there... There was a significant amount of [fraternization] with male professors and [department] students and that's overlooked because they are bringing in money.*

Subsequently, the women faculty emphasized the importance for departments to create optimal climates for both members of a couple.

*I think just if there is a spouse situation that things have to go right in the spouse's department too, because in a situation like that, well in a situation like ours, I feel like they lost two people...*

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*And so we never went in thinking, 'okay well you know we're just going to do this part-time and we're not going to put in our full, our all in it.' I put my all in it. I guess the message is that the spousal support has to be there. If the spouse is also a faculty member that they have to have mentors also, even if they come from outside of the department, and there has to be some things that are in place for his success too. I think that would be the main thing, to just look at both sides because many times one side affects the other.*

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*I think that my department tried to support me more, which was very helpful, but he just wasn't getting anything on his side. And I think that again the final thing came down to... I think their communications just broke down—there weren't conversations. There were mutters, 'no you can't do this and you're not going to be renewed if you do things like that'. There were legal issues and I think at that time, I was upset for him and he just wanted to leave. And I was like, 'okay, should I sue them?' And that was one of the things that had come up, and it was just one of those things like, 'let's just get out of here.' So, there were just a lot of misunderstandings and things that just didn't go right and not enough support from other people who were willing to understand.*

### Climate for Self

Poor climate emerged at the departmental level and manifested itself in many consequential ways. The women we interviewed noted the apparent fragmentation within departments. This fragmentation was exacerbated by poor communication between and among faculty members, as well as between the department chair and the faculty. Perceptions of a poor departmental culture were characterized as colleagues berating other colleagues, an atmosphere of the “golden boys” versus “the others,” and professionals not being treated with respect by their department chairs. Any attempts at change in these situations were seen as temporary fixes or patches instead of changing big-picture problems. The following women share sentiments about their departmental experiences.

*The fact that the department was really fragmented and the chair was actually not able to administer, administrate the department well, which was very demoralizing.*

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*I felt that I did not fit in my home department and at the time, the department was pursuing a culture of mediocrity that I, and a number of other faculty, found unacceptable.*

Laura describes her feelings of helplessness in regard to her departmental home:

*I used to come back from department head meetings, or department meetings, and I'd sit in my office and cry for a while, it was just awful. Because the climate was so chilly. I felt like there was no one in that room that was someone I could talk to about these very strange problems and figure out a solution. It was such a ludicrous situation, it was hard for me to go and talk to anyone.*

A few women also described an overall lack of departmental support. This was frequently discussed in terms of wishing investment in the person existed “up front,” so that not only would this benefit the person, but the department, as well.

*I think upfront they should have thought about how they hired me. I think they hired me to hire a woman in the department. And they didn't think about how I was really going to be integrated in... I was going to have a research group that I worked with or are they just hiring this woman faculty member to hire a woman. I just don't think they gave much thought about it, they saw me as a potentially successful faculty member, but that was it. They were going to just let me go. I understand that you have to prove yourself and all of that, when you're an assistant professor. But I think there's some responsibility to integrate you in the department and I just didn't see that happening. And I think, again through that integration, there would have been this support structure that would have been built in and I think that would have been good.*

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*But when you bring people in and you make the effort to be on these committees to recruit the best you can and you have a person who's obviously applied and wants to be there, you have to do everything you can to keep them. Because that's the whole point. A lot of money was invested in me and it's gone and they'll never get that back. And they can't hire anybody else to take my place. So if you want to keep this person because you think they are obviously the best person for that position, then you need to try to— whoever, in that department or the head of the department of whomever is working with them, really every everyone in that department needs to make some kind of conscious effort to mentor that person to make sure that they make it. Because if all these other people are tenured, they've made it, and you know, whatever it takes to do it you have to instill in this little fledgling until you wean them and they're on their own. But you've got to do everything you can.*

A number of the women faculty discussed their concern with the lack of formal and informal mentoring once they had arrived here on campus. Their lack of mentoring left them confused and uncertain about the amount and types of publications they should be producing, advice and procedures on the pursuit of prestigious grants, types of innovative research directions and the protocols for promotion and tenure. The issue of guideline for the promotion and tenure process was one that was talked about frequently. Some women noted a lack of understanding about the promotion and tenure process, arbitrary departmental performance and promotion guidelines, and blatant lack of adherence to documented departmental performance and promotion guidelines. In one particular instance, a faculty member was recruited with the promise (and a contract letter) of promotion, which did not happen during her time here. She describes this experience and its impact on her decision to leave:

*I left because my husband took a job in [city]. However, there were a few things that made it easier to leave. Those things included—when I first came [to UW-Madison] I had negotiated with the chair to be promoted to full professor and even the appointment letter said that I would be a professor, but then when I got there they said ‘oh, we have to go to the committee and you have to be an associate professor.’ That never should have happened. And then they even changed the letter and wanted me to initial it. And I said, ‘no way, I’m not going to do that.’ It was poorly handled by the chair.*

In her opinion, the following needs to happen:

*I think if you really want to recruit and retain, you have to have people in the department nurture them and really stay on them. Because basically what, pretty much every university is about bringing in money—publish or perish, and that’s the bottom line. And if you have to write a book in African-American Studies or if you’re in biochemistry or whatever, you have to be really mentored to make sure you publish in the right journals that are looked at. That if you need to get NSF or NIH or USDA funding, and you need to publish in such-and-such refereed journal, you really have to be mentored to make sure you are getting your 1 to 2 publications a year and you bring in some good money.*

Stephanie agrees and shares how her lack of mentoring affected her faculty performance and promotion process:

*I had a mentoring committee—the head of the department and three other faculty—an associate dean and then two in the department that were all tenured obviously. And I attended a few of the tenure meetings that they had for campus-wide, primarily women that are starting, and I had an outside mentor. What the problems is—the department did not follow faculty policies and procedures. And I really wasn’t so cognizant of that, that none of my meetings were documented. So when this went before the executive committee, there was no documentation of anything. Not even minutes from my mentoring meetings. And I just think that for me personally, I should have probably been more cognizant of that because that was extremely important and that’s a violation of FPP.*

She continues:

*And I believe the head of the department is aware of the [violation of FPP] because he has been called into the Provost's office specifically for that reason and subsequently letters have gone out to every head of the department on campus that this should never happen. That you do have to follow FPP and there has to be documentation of mentoring meetings.*

Another climate issue was reflected in how departmental resources were allocated. Some faculty members felt that there was a clear bias in the way that resources were distributed. These resources included, but were not limited to, allocation of raises, support from staff and students, and laboratory space. In the following statement, Beth discusses how differing types of research were privileged and consequentially rewarded within the department:

*I felt that the leadership in my department wasn't great. My research was more theoretical, at the theoretical end of [discipline], and my department valued more applied research and didn't particularly value interdisciplinary research. Those kind of biases just sort of showed themselves all the time when it came to giving resources, came to giving students, came to giving raises... anything.*

Kelly describes her discomfort with the inconsistency in procedures when petitioning for needed additional space:

*When it became clear that both the quality and quantity of space I was allocated were completely insufficient, given the size and level of activity of the program, I requested additional space. I was required to present a 'case' to the faculty that involved toting up lots of statistics in a very un-modest way. I found this quite humiliating, and a deviation from other space allocation decisions involving other faculty at about the same time. I was given one additional small room...this was still far insufficient. When it came to the need for more space, it seemed easier to leave.*

In addition to the lack of departmental support, another sentiment that frequently emerged in the women's stories was the feeling of isolation. The faculty talked about being ignored within their own departments, feeling like outsiders, and feeling like they didn't fit. In some instances, women described their actual physical isolation based upon where their offices or laboratory spaces were located. Many expressed the desire for connection with others in their department, as well as with other women scientists across campus. Following are just a few of the sentiments of isolation:

*And I was in the [ ] science, which is one of the two areas that those two groups work in, and I was the only, I think there were only two other faculty members, none of which had an active research program that weren't in one of those two groups. And I tried to sort of work into those groups and I just wasn't welcome. There were just men in these two groups and I just wasn't welcome in either group. And so I felt really, really isolated and that's probably...the isolation combined with the harassment, were the two things that led me to just leave.*

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*I went straight to UW from graduate school. I would like to say that the department was supportive, but I am not sure that they were especially so. I worked very little with other current faculty...I was sort of ignored the first few years by most of the current faculty. I was always outside of the major department groupings.*

### Work-Life Balance Issues

The final issue that the women faculty identified was the difficulty in balancing the requirements of a rigorous research career and competing home-life demands. Some managed by attempting to be creative with their academic and research schedules, but many times they felt this was met with scorn from others within their departments. A few women discussed how they wrestled with professional and family demands.

*I also, we have three children, all teenagers now and I was looking for a less stressful life than being a faculty member. I was working on quite a few committees and not just at the university but on review panels for NSF and NASA, so I was traveling for that. And, teaching and trying to head a research group by myself. I had two post-docs, and three graduate students and it was just kind of chaotic. And I felt like going back to just doing research, would be better for my family and [would be] fewer hats for me to wear. And in fact, it has worked out that way.*

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*So, first I was commuting to the [East coast] and then I was commuting to the [West coast] and after 3 years we decided to get married and also at that time he's doing pretty well at [other university]. It's pretty clear that he'll be tenured. So either I want my family or I want my career, and at that time, I decided that I want a family first.*

Some of the women faculty reported leaving for various other reasons. These included pursuing a career track in university administration, opportunities for greater collaboration and interaction, higher salary, and other institutional offers that provided more flexibility between teaching and research and priorities at home. These reasons were not the impetus for leaving. Typically, either their own stress or the climate in their spouses' departments contributed to their decisions, as well.

Interestingly, prior to their departure, most of these women were presented counter-offers to stay at the UW. By that time, many felt that it was a classic example of "too little too late." Further, the overarching issues of climate still loomed.

*I almost stayed, but in the end I left. I just felt like even though people really worked hard to make it attractive for me to stay—they offered to hire more people in my research area, they offered me a bigger salary, which I didn't necessarily care about although I think that if they hadn't I would have felt slighted. But they did, they came through, they offered me everything. But in the end, things would happen and I would realize that, if I stayed, two months later, I'd be back to square one.*

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*And even though UW offered me a huge, great retention package—the dean went way beyond his means to offer me all this stuff before I left. I knew that I would have to walk down the hallway and the climate was too chilly for me to be there, and so money just wasn't worth it in the end.*

### **Cross-cutting Findings and Recommendations**

Interviews with seven men and women who were hired at the UW-Madison with their spouses indicate that the university is doing good things to attract dual-career couples. The interviewees described how the university had been “accommodating,” “proactive,” and “helpful” overall. In these cases, each member of the couple was offered a position at the university—the ideal situation for the couple’s personal and professional needs. In all cases, the initial hire received the desired faculty position and in two cases, the “trailing” spouse went into an academic staff position.

The results from interviews with nine women faculty who left the university reveal two central themes—negative departmental climate and work-life balance issues. The women faculty consistently described specific negative incidents from their personal experience and how those incidents affected their decision to leave the UW. Further, competing and often conflicting demands between rigorous professional responsibilities and those of their families provided further justification for their decisions.

The interviews to discover why women faculty leave the university demonstrate that the issue of negative climate seems to be interwoven with the experiences of dually-hired couples. It appears from the interviews that these hires are a very attractive means for recruiting professional couples to campus. According to the results of the dual-career study, the university is successful in attracting these couples. Once the couple is here however, both individuals are not necessarily happy. Surprisingly, approximately half of the interviews with women faculty who left revealed that their husbands were not having positive experiences within their departments, which ultimately prompted both to seek positions elsewhere. In these instances, the wife made the decision to leave the university, which is of particular concern since many of these women were successfully recruited into a science or engineering department.

Based on the stories of the women and the dually-hired faculty described in this report, several recommendations emerged. These recommendations are aimed at improving the overall experience of faculty in science and engineering departments with recruitment, retention and improving the climate for all.

#### **Recruitment**

- Make sure start-up packages include items such as space, personnel, and other resources—enough to ensure a successful beginning for a new hire.
- Honor contracts offered during recruitment efforts.
- Delineate tenure guidelines immediately.



- Make spousal hire policies transparent; document and communicate what they are and how they are implemented.
- Disseminate information regarding sick and maternity leave, tenure-clock extension, and other UW policies.
- Ensure that the “trailing” spouse is offered a position that is consistent with her/his professional and personal needs and goals.
- Encourage collaboration across departments to make spousal hires a possibility.

### Retention

- Integrate new faculty into the department with deliberate strategies to address isolation.
- Offer an initial reduction in teaching loads, advising, and committee work for new hires.
- Delineate and document tenure and promotion guidelines.
- Support realistic performance expectations within varying specialties (i.e., clinical expectations in addition to grants, teaching, research, and publishing).
- Provide guidance for junior faculty in seeking grants, teaching, publishing, research, and clinical work.
- Improve departmental mentoring, both formal and informal.
- Implement strategies to decrease isolation felt among women, those doing non-mainstream research, etc.
- Invest in a new hire for their own well-being, the department’s and for the university.
- Fund permanent positions for dual-career hires.
- Offer life-cycle research grants in times of personal and professional struggles.
- Create and sustain zero tolerance policies on illegal and unethical practices in departments.
- Designate an ombuds position to address dual-career and climate issues on campus.
- Develop and disseminate information about work life-family balance policies.
- Increase opportunities for networking with women scientists and other professionals.

In summary, there appears to be a discrepancy between recruiting couples to campus and actually retaining them. This disconnect influences the decision for either or possibly both members of the couple to leave the university. In these instances, if the husband was unhappy in his department, but the wife content in hers, she ultimately made the decision to leave the university with him. The positive experiences with dual-hire recruitments seem, for some, to have been overshadowed by the spouse having a negative departmental climate experience. The interviews that were conducted for two separate studies, dual-career hiring and why women leave the UW-Madison, are more meaningful when they are described together. Separately, the two studies are just a few brushstrokes on a canvas. Together, they describe the stories and experiences of a number of key couples hired at and then leave the UW-Madison.

## Appendices

### *Appendix A: Dual-Career Hire Interview Protocol*

1. Would you describe for me your experiences with a dual-career hire at the university, including how and when the issue was raised, who raised it, and how the process unfolded?
2. What are the similarities and differences between you and your partner's credentials and expertise?
3. At the time of the initial hire, did you and your spouse/partner have any kind of spoken or unspoken agreement about the priority of your careers and how you would approach the job search?
4. How did your experience with the issue of dual-careers at this university compare to experiences you had at other universities or colleges?
5. How satisfied are you with the process and the positions you and your partner secured?
6. How satisfied is your spouse with his/her current employment opportunities?
7. What are your co-workers attitudes about spousal hires?
8. How do your experiences with a spouse/partner hire compare to others you know about?
9. What role does your spouse's employment status have in your own overall life and work satisfaction and ability to get your work done?
10. What kind of resources, including equipment and to attend professional meeting, do you need to do your research and advance your career and what has the university been able to supply?
11. Would you consider leaving the university to improve the employment opportunities for you and your spouse?
12. In an ideal world or a best-case scenario, what would both of your jobs look like?
13. What recommendations do you have for how the university can maximize the effectiveness of a spousal hiring process?

## ***Appendix B: Why Women Leave Interview Protocol***

Demographics:      Name  
                            Age  
                            Length of time at UW  
                            Promoted? Title/status when left  
                            Current title/job, location

1. What are you currently doing?
2. Describe your experience in the [NAME] department. Best things, worst things.
3. Describe your experience on campus. Best things, worst things.
4. Why did you leave the UW?
5. How far into being here did you know that you were unhappy? Wanted to leave?
6. Did you have these concerns when you accepted the position at UW?
7. What types of things could the UW have done to improve your experience? The department?
8. What types of resources did you seek for support? Were they helpful?
9. Would you recommend others to apply to or accept a job at the UW?
10. Do you remain in contact with anyone at UW?
11. What types of things are different in your current job?
12. What could an organization like WISELI do to improve the experience for women on campus?

**WISELI Research/Evaluation Report:**  
Winchell, Jessica K. and Jennifer Sheridan.  
September 2006. “Evaluation of the Sexual  
Harassment Information Sessions at the University of  
Wisconsin-Madison.”

**EVALUATION OF THE SEXUAL HARASSMENT  
INFORMATION SESSIONS AT THE  
UNIVERSITY OF WISCONSIN-MADISON**

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WISELI Research and Evaluation Staff

July 12, 2006

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## **Background**

The University of Wisconsin-Madison's Equity & Diversity Resource Center has included information about resolving sexual harassment concerns in educational sessions for employing units and graduate assistants for many years. In 1997, the Committee on Women in the University proposed the development of new information sessions for faculty, in response to community concerns that faculty, many of whom supervise staff or student employees, were unaware of and unprepared to respond to sexual harassment issues on campus. Initially, the committee proposed that the Faculty Senate require all federally-funded principal investigators to attend mandatory Sexual Harassment Information Sessions (November 1997). The Faculty Senate resolved to offer voluntary Sessions to all campus employees (February 1998). Since 1999, a team of facilitators coordinated by the Equity and Diversity Resource Center (EDRC) and the Office of the Provost has presented information sessions for more than 2,000 faculty, staff, and student employees.

### Session Development

Sexual Harassment Information Session content and format was developed collaboratively by a working group including representatives of the Committee on Women in the University, the Equity & Diversity Resource Center and the offices of the Provost, Administrative Legal Services, Human Resource Development, with additional input from the entire Committee on Women in the University, the University Committee, the Faculty Senate, the Academic Staff Executive Committee, and members of the Graduate School and University Police.

The session incorporates presentations on sexual harassment laws and university policies, principles for responding to sexual harassment allegations, and campus resources. A second component of the session is a group discussion of case-study examples. This discussion allows participants to work through possible sexual harassment and consensual relationship situations. All together, the session is intended to raise awareness of sexual harassment and consensual relationship concerns and to equip participants with the tools to seek advice and respond to these concerns in their respective departments or units.

### Session Participation

The EDRC and Office of the Provost have worked in partnership with deans, directors, chairs, and other campus leaders to encourage voluntary participation in Sexual Harassment Information Sessions. In some instances, leaders have opted to mandate attendance. The dean of the College of Agricultural & Life Sciences (CALS) has required all employees, including faculty, to attend. Since fall 2005, the chancellor has required all limited appointees to attend. Differences in reported experiences of voluntary participants and participants required to attend are discussed below.

Complete participant data is not available for the Sexual Harassment Information Sessions. Attendance was not recorded at voluntary sessions, though evaluation surveys returned to the EDRC and records of Information Sessions held suggest some general participation patterns.

A total of 2,026 evaluation surveys were completed by Session participants and returned to the EDRC between January 2000 and May 2006. Plausibly some participants chose not to return the evaluation survey, suggesting that the gross number of participants may significantly exceed 2,000. It is also possible that some individuals may have attended more than one session and returned more than one evaluation survey, thus it is possible that some participants may be double-counted. Overall, we can estimate that more than 2,000 campus employees attended the Sexual Harassment Information Sessions in this five-and-a-half year period.

Records of Sessions held for different divisions and units on campus suggest that faculty participation has been highest in the College of Agricultural & Life Sciences, where participation is mandated; the Medical School, which has hosted nearly fifty sessions at facilities on campus and throughout the state; the School of Education, and the College of Engineering. Furthermore, staff participation has been highest in Athletics, the Division of Information Technology, the General Library System, and the State Laboratory of Hygiene, which offer sessions regularly.

Additional information about Session participation can also be gleaned from faculty-wide surveys conducted in 2003 and 2006. Conducted by the Women in Science and Engineering Leadership Institute (WISELI), the *Study of Faculty Worklife* asked faculty to report on their participation in a variety of campus programs including the Sexual Harassment Information Sessions. Aggregate responses to these items are presented in Appendix B, Tables B7-B8. Here we summarize faculty participation patterns.

In 2003, 206 of 1241 faculty respondents (16.6%) reported that they had ever attended the Sessions. By 2006, the gross number and proportion of faculty indicating that they had ever attended the Sessions had risen to 266 of 993 respondents or 26.8%. This growth in participation is statistically significant at  $p < 0.05$  and is consistent across a number of faculty characteristics, including gender, tenure status, and division.

Despite gains in faculty participation observed during this three-year period, a notable minority of faculty remain unaware of the Sexual Harassment Information Sessions. Slightly less than one-quarter of faculty reported that they had never heard of the Sessions in both 2003 and 2006 (23.1% and 22.0%). This suggests that there was no appreciable decline in the proportion of faculty who do not know about the Sessions.

Some other systematic variations in reported participation are worth noting. In 2003, significantly more women faculty indicated that they had participated in the program (20.1% vs. 15.1%, difference significant at  $p < 0.05$ ). The proportion of men faculty reporting participation grew to surpass that of women faculty by 2006 (27.8% vs. 24.5%, respectively).

Untenured, junior faculty reported significantly lower rates of participation in both 2003 and 2006 as compared to tenured, senior faculty (9.8% vs. 18.7% in 2003 and 14.1% vs. 30.9% in 2006, differences significant at  $p < 0.05$ ). Junior faculty were also significantly ( $p < 0.05$ ) more likely to report that they had never heard of the Sexual Harassment Information Sessions in survey periods (42.7% vs. 16.9% in 2003 and 38.9% vs. 16.1% in 2006).



Faculty in the biological sciences reported higher participation rates than any other division in both 2003 and 2006 (22.1% and 35.6%, respectively). This due to the fact that the College of Agriculture and Life Sciences, in which many biological sciences faculty are housed, required many of its faculty to attend the Session.

The survey participation data suggests that while the number of faculty who attended the Sexual Harassment Information Sessions increased between 2003 and 2006, faculty participation remained modest overall. Lack of awareness about the Sessions may contribute to low participation rates among some groups of faculty, especially untenured faculty.

Taken together, these data suggest that while thousands of campus employees have been trained in the Sexual Harassment Information Sessions, those trained have included many more staff than faculty. This, in turn, raises the question of whether the Sessions have succeeded in reaching the audiences that the Committee on Women in the University and other concerned parties had identified as in need of training on sexual harassment issues in the late-1990's.

### Sexual Harassment at UW-Madison

Before moving to evaluate the impact of the Sexual Harassment Information Sessions, it is helpful to consider the scope and context of sexual harassment issues on the UW-Madison campus. Data collected through 2003 and 2006 *Study of Faculty Worklife* illuminate faculty experiences with and perceptions of sexual harassment on campus. Aggregate responses to the relevant survey items are presented in Appendix B, Tables B1 – B6. Selected features of and trends in the data are discussed below.

The 2003 survey asked faculty to report whether they had experienced sexual harassment on campus in the past five years, and if so, how often. Overall, 7.6% of faculty respondents indicated that they had been sexually harassed at least once in the past five years. Of those who had been harassed, they reported that they had experienced an average of 2.4 incidents (standard deviation of 1.8). Many more women faculty than men indicated that they had experienced sexual harassment (15.9% vs. 3.9%, difference statistically significant at  $p < 0.05$ ), with women faculty in the humanities especially likely to report having been harassed at least once (23.4% vs. 13.2% for all other women faculty). Faculty who identified as gay or lesbian also reported higher rates of sexual harassment as compared to those who identified as bi- or heterosexual<sup>1</sup> (22.6% vs. 7.2%, difference significant at  $p < 0.06$ ).

The 2006 survey asked faculty to report whether and how often they had experienced sexual harassment within the past three years. A shortened frame of reference was employed here in an effort to prevent faculty reporting the same incidents in both surveys. The changed frame of reference may account for some of the notable, across-period changes in responses to this item.

Overall, fewer faculty reported having experienced recent sexual harassment in 2006 as compared to 2003 (5.6% vs. 7.6%). As in 2003, women faculty were significantly more likely than men faculty to indicate that they had been recently harassed (11.0% vs. 3.0%, difference

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<sup>1</sup> Survey response patterns for faculty who identified as bisexual were more similar to heterosexual than homosexual faculty. Therefore, bisexual faculty have been grouped with heterosexual faculty here.

significant at  $p < 0.05$ ). Despite the higher reported incidence among women, both men and women faculty were significantly ( $p < 0.05$ ) less likely to report recent sexual harassment in 2006 as compared to 2003. A similar trend was observed for gay and lesbian versus bisexual and heterosexual faculty. While faculty who identified as gay or lesbian were more likely to indicate that they had been harassed as compared to bisexual and heterosexual faculty (19.1% vs. 5.4%), the proportion reporting harassment was lower than in 2003 for all orientations.

Faculty were also asked to report whether they knew what steps to take to respond to an allegation of sexual harassment. In 2003, 85.0% of faculty agreed strongly or somewhat that they knew what steps to take. Untenured faculty were significantly less likely to agree that they knew how to respond to sexual harassment as compared to tenured faculty (72.2% vs. 88.7%, difference significant at  $p < 0.05$ ). Similarly, physical sciences faculty were significantly ( $p < 0.05$ ) less likely to report knowing what steps to take in response to sexual harassment than all other faculty members.

In 2006, faculty reported that they were less confident in their ability to respond to a sexual harassment allegation. Overall, 81.6% strongly or somewhat agreed that they knew what steps to take in response to a sexual harassment allegation. This rate of agreement is significantly ( $p < 0.05$ ) lower than in 2003. This pattern held across many faculty groups. Men and women faculty, tenured and untenured faculty, and faculty in the biological sciences, physical sciences, social sciences, and humanities were all less likely to agree that they knew what steps to take in response to a report of sexual harassment in 2006 than in 2003. This difference was particularly pronounced among untenured faculty (72.2% responded affirmatively in 2003, while 66.0% did so in 2006).

Faculty were then asked to report how they perceive the issue of sexual harassment on campus. First, they were asked to indicate whether or not they believe *sexual harassment is taken seriously on campus*. In both 2003 and 2006, a large majority of respondents agreed that sexual harassment is taken seriously at UW-Madison (94.4% and 93.1%, respectively). Women, gay and lesbian, and faculty of color were all less likely to agree that the issue is taken seriously, as compared to men, bi- and heterosexual, and majority faculty. These differences were statistically significant for each group in 2003 and for women faculty and faculty of color in 2006.

Second, faculty were asked whether they believe that *sexual harassment is a big problem on campus*. Overall, about one-quarter of faculty agreed with this statement in both 2003 and 2006. More frequently, however, faculty indicated that they did not know whether sexual harassment was a big problem on campus (33.8% in 2003, 32.2% in 2006). Women, gay and lesbian, and faculty of color were again more likely to indicate that sexual harassment is a big problem as compared to their male, bi- and heterosexual, and majority counterparts. In 2003, these differences were significant at the  $p < 0.05$  level for women faculty and in 2006, for all three groups.

Finally, faculty were whether they believe that *the process for resolving complaints about sexual harassment at UW-Madison is effective*. In both survey periods, the most common response given by the faculty overall was that they did not know whether the process for addressing sexual harassment on campus was effective or not (56.8% and 58.3% in 2003 and 2006, respectively).

Among faculty who gave a substantive response, about three-quarters indicated that the process is effective (76.8% in 2003 and 72.6% in 2006). Women faculty were significantly less likely than men faculty to agree that the campus resolution process is effective (69.0% vs. 79.9% in 2003 and 57.1% vs. 79.1% in 2006, differences significant at  $p < 0.05$ ).

These survey data indicate that faculty do experience sexual harassment on the UW-Madison campus. Particular groups, including gay and lesbian faculty and women faculty in the humanities, report rates of sexual harassment that should be cause for concern among campus leaders.

While most faculty report that they are aware of what steps to take in response to sexual harassment, junior faculty appear particularly under-informed about sexual harassment procedures on campus. This reported lack of awareness is compounded by a downward, over-time trend.

Furthermore, there are large gaps in faculty perceptions of sexual harassment issues on the UW-Madison campus. In particular, women and homosexual faculty, who are significantly more likely to report having been sexually harassed, also report that they perceive sexual harassment to be a more serious problem on campus than men and bi/heterosexual faculty. Women and homosexual faculty also tend to assign lower ratings to the effectiveness of the process for resolving sexual harassment complaints as compared to their counterparts. These discrepancies may also be a cause for concern.

Overall, the survey data tend to confirm that sexual harassment is indeed a campus-wide issue that at least some faculty members are under-informed about and unprepared to address. The Sexual Harassment Information Session is an educational tool intended to address this gap in competency. While the number of faculty trained in the program has grown over the past three years, the number who report having attended the Sessions nonetheless remains small.

There appears to be a clear need to ensure that more faculty are informed about and prepared to deal with sexual harassment on campus. If the Sexual Harassment Information Sessions are effective in accomplishing these ends, then it may be reasonable to redouble efforts to encourage or compel faculty participation in the Sessions.

## Evaluation

This portion of the report evaluates the effectiveness of the Sexual Harassment Information Sessions in raising awareness of the issue and educating faculty about how to respond to allegations of sexual harassment. Two primary sources of information are brought to bear on the evaluation. First, participant responses to a post-Session survey are used to shed light on what aspects of the Session were perceived as more or less effective by individual participants. Responses to the evaluation survey also address the Session format and suggest ways that the workshop experience might be improved. Second, data from the 2003 and 2006 *Study of Faculty Worklife at the University of Wisconsin – Madison* highlights faculty members' perceptions of the Session and its impact on their perceptions of and ability to respond to sexual harassment.

### Post-Session Evaluation Survey

Sexual Harassment Information Session participants were asked to complete and return an evaluation survey (Appendix C). The survey asked participants to rate their pre- and post-workshop familiarity and comfort with sexual harassment topics. This survey included scaled, closed-ended items addressing participants' prior and post-workshop knowledge of sexual harassment and procedure. Other closed-ended items addressed the structure of the workshop and willingness to recommend the workshop to others. Respondents were also prompted to note any open-ended comments regarding the workshop. The feedback contained in 2,026 returned, completed surveys is discussed here.

The first section of the Sexual Harassment Information Session evaluation survey asked respondents to rate their prior knowledge about and comfort with sexual harassment topics. Respondents were presented seven affirmative statements and asked to indicate whether they *strongly agree*, *agree*, *disagree*, or *strongly disagree* with each<sup>2</sup>. The distribution of responses to each prior knowledge item is presented in Tables 1a-1g, below.

**Table 1a.**

Distribution of responses to the survey item: *Prior to this session, I was familiar with the University policies and procedures pertaining to sexual harassment and consensual relationships*, all respondents (n=2026).

	N	%
Strongly agree	267	13.2
Agree	926	45.7
Disagree	666	32.9
Strongly disagree	150	7.4

**Table 1b.**

Distribution of responses to the survey item: *Prior to this session, I was aware of the campus resources that were available to assist me in resolving sexual harassment allegations*, all respondents (n=2026).

	N	%
Strongly agree	261	12.9
Agree	815	40.2
Disagree	705	34.8
Strongly disagree	161	7.9

<sup>2</sup> Some responses fell between points on the scale (e.g., respondent chose both *strongly agree* and *agree*). Such responses have been recorded as half a response in both the higher and lower scale points (i.e., 0.5 recorded for *strongly agree* and 0.5 recorded for *agree*).

**Table 1c.**

Distribution of responses to the survey item: *Prior to this session, I was fully aware of the University's exposure for liability and the potential loss of federal grant funds if issues related to sexual harassment or consensual relationships were not addressed*, all respondents (n=2026).

	N	%
Strongly agree	204	10.1
Agree	634	31.3
Disagree	899	44.4
Strongly disagree	263	13.3

**Table 1d.**

Distribution of responses to the survey item: *Prior to this session, I had a clear understanding of my role in creating respectful work and learning environments on campus*, all respondents (n=2026).

	N	%
Strongly agree	548	27.0
Agree	1175	58.0
Disagree	223	11.0
Strongly disagree	23	1.1

**Table 1e.**

Distribution of responses to the survey item: *Prior to this session, I was comfortable participating in conversations related to sexual harassment in the University*, all respondents (n=2026).

	N	%
Strongly agree	340	16.8
Agree	1078	53.2
Disagree	510.5	25.2
Strongly disagree	70.5	3.5

**Table 1f.**

Distribution of responses to the survey item: *Prior to this session, I knew where to turn if I experienced harassment in the workplace*, all respondents (n=2026).

	N	%
Strongly agree	299.5	14.8
Agree	934.5	46.1
Disagree	663	32.7
Strongly disagree	105	5.2

**Table 1g.**

Distribution of responses to the survey item: *Prior to this session, I had a very clear understanding of how I should respond to a report of sexual harassment*, all respondents (n=2026).

	N	%
Strongly agree	189.5	9.4
Agree	626.5	30.9
Disagree	1022.5	50.5
Strongly disagree	148.5	7.3

For most questions the modal response category was *agree*, suggesting that many participants felt that they had a moderate base of knowledge about sexual harassment issues prior to attending the session. The statements pertaining to liability for and how to respond to sexual harassment, where the modal response was *disagree*, showed the opposite pattern. Participants' base of sexual harassment knowledge is apparently lacking in these dimensions.

The second portion of the survey asked respondents to evaluate the knowledge and skills they had gained through participating in the session. Items were again presented as statements with responses scaled from *strongly agree* to *strongly disagree*. Response distributions are summarized in Tables 2a-2g, below.

**Table 2a.**

Distribution of responses to the survey item: *As a result of this session, my familiarity with the University's policies and procedures pertaining to sexual harassment and consensual relationships has increased*, all respondents (n=2026).

	N	%
Strongly agree	762	37.6
Agree	1135	56.0
Disagree	87	4.3
Strongly disagree	18	0.9

**Table 2b.**

Distribution of responses to the survey item: *As a result of this session, my awareness of the campus resources that are available to assist me in resolving sexual harassment allegations has increased*, all respondents (n=2026).

	N	%
Strongly agree	827	40.8
Agree	1048	51.7
Disagree	108	5.3
Strongly disagree	15	0.7

**Table 2c.**

Distribution of responses to the survey item: *As a result of this session, my awareness of the University's exposure for liability and the potential loss of federal grant funds has increased*, all respondents (n=2026).

	N	%
Strongly agree	567.5	28.0
Agree	1099.5	54.3
Disagree	303	15.0
Strongly disagree	36	1.8

**Table 2d.**

Distribution of responses to the survey item: *As a result of this session, I have a clearer understanding of my role in creating respectful work and learning environments that support excellence in teaching, research, and service*, all respondents (n=2026).

	N	%
Strongly agree	591	29.2
Agree	1166.5	57.6
Disagree	206.5	10.2
Strongly disagree	28	1.4

**Table 2e.**

Distribution of responses to the survey item: *As a result of this session, I am more comfortable participating in conversations related to sexual harassment in the University*, all respondents (n=2026).

	N	%
Strongly agree	466	23.0
Agree	1204	59.4
Disagree	286	14.1
Strongly disagree	35	1.7

**Table 2f.**

Distribution of responses to the survey item: *As a result of this session, I have a better understanding of where to turn if I experience harassment in the workplace*, all respondents (n=2026).

	N	%
Strongly agree	775	38.3
Agree	1091.5	53.9
Disagree	108.5	5.4
Strongly disagree	18	0.9

**Table 2g.**

Distribution of responses to the survey item: *As a result of this session, my understanding of how to respond to a report of sexual harassment has increased*, all respondents (n=2026).

	N	%
Strongly agree	701	34.6
Agree	1085.5	53.6
Disagree	107.5	5.3
Strongly disagree	20	1.0

For this portion of the survey, the modal response was *agree* for all statements. Very few respondents indicated that the session did not contribute to their understanding of any aspect of sexual harassment.

Comparing responses to the first and second portions of the survey, the impact of the session becomes clearer. As Table 3 indicates, the percentage of respondents agreeing that they had gained knowledge from the session is in all cases greater than those agreeing that they were knowledgeable prior to the session. Increases were greatest for items pertaining to university policy and procedure, on-campus resources, liability exposure, and how to report or respond to sexual harassment. This suggests the conclusion that while many participants approach the session with some knowledge of sexual harassment topics, the vast majority also find that the session increases or clarifies this pre-existing knowledge.

**Table 3.**

Comparison of affirmative pre- and post-Session survey responses, all respondents (n=2026).

	% Agree		Change
	Pre	Post	
Familiar with the university's policies and procedures pertaining to sexual harassment and consensual relationships	58.9	93.6	+34.7
Aware of campus resource that are available to assist me in resolving sexual harassment allegations	53.1	92.5	+39.4
Aware of university's exposure for liability and the potential loss of federal grant funds	41.4	82.3	+40.9
Clear understanding of my role in creating respectful work and learning environments that support excellence in teaching, research, and service	85.0	86.7	+1.7
Comfortable participating in conversations related to sexual harassment in the workplace	70.0	82.4	+12.4
Understanding of where to turn if I experience harassment in the workplace	60.9	92.1	+31.2
Understand how to respond to a report of sexual harassment	40.3	88.2	+47.9

A final portion of the survey asked respondents to consider their overall workshop experience. Two yes-or-no questions asked whether *the structure of the session worked well* for the



respondent and whether s/he *would recommend this session to others*. The distributions of responses to these items are presented in Tables 4a and 4b, below.

**Table 4a.**

Distribution of responses to the survey item: *The structure (format) of the session worked well for me*, all respondents (n=2026).

	N	%
Yes	1818.5	89.8
No	125.5	6.2
Did not respond	82	4.0

**Table 4b.**

Distribution of responses to the survey item: *I would recommend this session to others*, all respondents (n=2026).

	N	%
Yes	1745.5	86.2
No	124.5	6.1
Did not respond	156	7.7

For both items, the vast majority of respondents indicated that the session format had indeed worked well for them and they would recommend it to others.

Disaggregating survey responses by voluntary versus compulsory Sexual Harassment Information Session participation, some differences emerge. Respondents who attended CALS mandatory sessions (n=371) indicated similar levels of prior knowledge as compared to all participants, but tended to evaluate the workshop's contribution less favorably. Respondents who attended Limited Appointee required sessions (n=112) rated their prior knowledge of sexual harassment topics more highly as compared to all other participants but evaluated the session's contribution about as favorably. Finally, as indicated in Tables 5a and 5b, CALS respondents indicated lower satisfaction with the workshop format and less willingness to recommend the workshop, while Limited Appointee respondents indicated more satisfaction and more willingness to recommend as compared to all others.

**Table 5a.**

Comparison of responses to the survey item: *The structure (format) of the session worked well for me*, by CALS, Limited Appointments, and other respondents.

	CALS (n=371)		Ltd. Appt. (n=112)		All others (n=1543)	
	N	%	N	%	N	%
Yes	306	82	110	98	1403	91
No	42	11	2	2	81.5	5
Did not respond	23	6	0	0	41	3

**Table 5b.**

Comparison of responses to the survey item: *I would recommend this session to others*, by CALS, Limited Appointments, and other respondents.

	CALS (n=307)		Ltd. Appt. (n=112)		All others (n=1543)	
	N	%	N	%	N	%
Yes	240	85	110	98	1390	90
No	31.5	11	2	2	73	5
Did not respond	12	4	0	0	66	4

Overall, responses to the closed-ended survey items suggest that the majority of Sexual Harassment Information Session participants enter the session with some, possibly superficial, knowledge of sexual harassment and consensual relationship issues. Despite their existing background knowledge, most participants also find that the session helps them to gain a clearer understanding of sexual harassment policies and procedures.

In addition to the scaled survey items, respondents were prompted to *feel free to provide specific comments on the back of the evaluation*. This prompt was made with reference to question 3a, which asked whether the structure of the workshop worked well for participants. As a result, many of the open-ended remarks made by respondents addressed the workshop format. Some respondents additionally commented on other issues raised in the survey or their general thoughts and feelings about the workshop experience.

Respondents' comments have been collected and thematically coded. Each common, relevant theme is presented below. A summary of each theme is complemented by illustrative quotations from individual comments.

- *Overall workshop experience* – A large number of respondents (n=92) made general comments about their overall workshop experience. More individuals mentioned a positive (n=78) as opposed to negative (n=14) experience. Many positive comments praised or thanked the workshop presenters, while others simply acknowledged it as valuable. Negative comments typically suggested that the workshop was unnecessary or an unproductive use of time.

#### POSITIVE REMARKS

- “Good program, well presented. Well informed speakers.”
- “[The presenter] is a great speaker, one of the few interesting workshops.”
- “Thanks – very helpful.”

#### NEGATIVE REMARKS

- “Sorry, I felt this was unneeded.”
- “So general that I really didn’t get much value from this session.”
- “Complete waste of my valuable time!!”

- *Length of the workshop* – Some respondents (n=19) expressed dissatisfaction with the length of time allotted to the workshop, indicating either that it was too long (n=15) or too short (n=4). Those who asserted the workshop was too long often suggested it be shortened to half-an-hour to an hour in length. Those thinking the workshop was too short, often noted twice the length of time would be appropriate.

#### WORKSHOP TOO LONG

- “I think that this could be condensed into an hour (which would be more appealing).”
- “A shorter (1/2 to 1 hour) session would be sufficient.”

#### WORKSHOP TOO SHORT

- “Is 90 minutes enough time to adequately cover all of the important areas? I would be willing to invest at least another 90 minutes in subsequent sessions.”
- “Need more than an hour [for the workshop].”

- *Presentation of the workshop* – A number of individuals (n=17) made critical comments regarding the presentation of the workshop. Two complaints considered here are that the speakers/presenters were difficult to hear (n=8) and that the presentation should include an audio-visual component (n=9). On the latter point, many suggested PowerPoint slides be incorporated into the presentation. Regarding the former, respondents suggested that the presenters use a functioning microphone system.

#### PRESENTERS DIFFICULT TO HEAR

- “It was very hard to hear the contributions of others at this workshop.”
- “Sitting in circle made it difficult to listen. [Please] use [a] microphone.”

#### WORKSHOP SHOULD INCORPORATE AUDIO-VISUALS

- “Use more visual[s] (Power Point) [in the] presentation of case studies and action/proposals.”
- “Would have liked [the workshop to incorporate] multimedia.”

- *Discussion workshop components* – Respondents frequently commented (n=46) on the interactive and small-group discussion workshop elements. These expressed both positive (n=18) and negative (n=5) attitudes and many constructive suggestions (n=23) on how to improve this aspect of the workshop were also made. Most commonly (n=10), respondents suggested that more discussion and group interaction be incorporated into the workshop format. Other suggestions (n=11), such as to arrange participant seating in a fashion conducive to interaction, were aimed at improving the effectiveness of discussions.

#### DISCUSSIONS POSITIVELY RECEIVED

- “I liked breaking down into [a] small group.”
- “I love[d] the case study activity with my group. Great way to start discussions/dialogues.”

- “I was pleased with the interaction/participation that was created by this session – a good training opportunity.”

#### DISCUSSIONS NEGATIVELY RECEIVED

- “The large group wasn’t effective ... attempts at discussion were too slow and vague.”
- “Small group discussions didn’t work well.”
- “The group breakout was a waste of valuable time.”

#### SUGGESTION: INCORPORATE MORE DISCUSSION/INTERACTION

- “Need more discussion.”
- “[I] would have liked [the workshop to include] more small group discussions.”

#### SUGGESTION: TAKE STEPS TO IMPROVE/FACILITATE DISCUSSION

- “[Workshop] should be held in an area where tables are available to facilitate group discussion.”
- “Make sure group[s] ...[enable each] participant ...[to] hear others and interact equally.”
- “Smaller group size might result in increased attendee participation.”

- *Case study workshop component* – Respondents also frequently (n=47) commented on the use of case studies in the workshop. More respondents mentioned a positive (n=16) than negative (n=3) perception of the case study component. A number of remarks (n=28) also suggested how this portion of the workshop might be improved. Again, a frequent suggestion (n=12) was to increase the number of and time allotted to case studies. Other comments (n=16) suggested a variety of ways the case-study might be made more effective.

#### CASE STUDY POSITIVELY RECEIVED

- “Case studies were excellent.”
- “The case study was outstanding. [It] really made the point. An efficient and effective way to engage in this discussion.”
- “Case study was quite effective.”

#### CASE STUDY NEGATIVELY RECEIVED

- “The case studies don’t address the issue particularly well.”
- “Too much time spent on [a] single case study.”

#### SUGGESTION: EXPAND CASE STUDY COMPONENT

- “Provide more case studies for discussion.”
- “It would be good to provide more examples to help folks understand a variety of situations.”
- “[I would like to see] discussion[s] of more case studies with actions and outcomes from each.”

SUGGESTION: IMPROVE EFFECTIVENESS OF CASE STUDY COMPONENT

- “I would like to see ... solutions ... for the case studies. The actual nuts and bolts [of how to address sexual harassment] – aside from phoning contacts – are left up in the air.
  - “Longer time for case study discussion. Give more examples of different types of s[exual] h[arassment].”
  - “It might be helpful if the case study discussions contained one case in which the discussion groups [are] in the position of lesser power.”
- *Recognizing and responding to sexual harassment* – Many respondents (n=45) commented that at the conclusion of the workshop they lacked a clear understanding of how to recognize or respond to an incident or allegation of sexual harassment. Respondents suggested that the workshop incorporate more specific guidance to remedy this. Some respondents also described particular situations that they remained unclear on how to address. Others suggested topics that should be incorporated into the workshop.

SUGGESTION: MORE GUIDANCE ON RESPONDING TO SEXUAL HARRASMENT

- “More info[rmation] on actions to take...[I am] still unsure as to when you take action – [eg.,] gossip vs. observed actions.”
- “It would be better if you explained how to handle ‘hearsay’ i.e., no direct evidence of harassment or consensual relationship.”
- “Spell out legal methods for resolving sexual harassment: (A) Are there confidential, legally binding methods to finalize the resolution of a sexual encounter? (B) If a supervisor is informed, are they legally bound to maintain confidentiality?”
- “Tell us more about what you would do in these situations.”

SUGGESTION: ADDRESS OTHER SEXUAL HARRASMENT TOPICS

- “More information and examples pertaining to day-to-day behavior...how to mitigate/head off potential problems.”
  - “Session should address more how to recognize sexual harassment.”
  - “I would have liked more examples to illustrate situations that could be seen as harassment – what is harassment, what is not.”
  - “Perhaps [incorporate] a discussion on what a ‘relationship’ is.”
  - “I think it would be helpful to be more inclusive of student [employee] experiences with sexual harassment.”
- *Connecting sexual harassment to related issues* – Some respondents noted that the workshop tended to consider sexual harassment in isolation from related issues. Some individuals discussed their disappointment that the workshop did not address workplace power and climate. Others suggested that other forms of discrimination or harassment should be discussed alongside sexual harassment.

SUGGESTION: CONNECT SEXUAL HARASSMENT TO OTHER ISSUES

- “I would have liked to cover topics such as ... creating good working environments.”

- “[It] would have been nice to have had time to discuss the hostile climate issue.”
- “I would appreciate getting some more information regarding other forms of discrimination”
- “Need [to include a] discussion of ‘hostile sexual environment’ issue.”
- “[Would have liked to discuss] racial discrimination.”
- *Workshop should be mandatory for all UW employees* – A few individuals (n=9) suggested that the workshop should be mandatory for all UW employees.

SUGGESTION: WORKSHOP SHOULD BE MADE MANDATORY

- “This should be mandatory for every UW faculty and staff [member].”
- “Require [the workshop] of all Chairs.”
- “I think all new employees should be required to attend this.”
- *Workshop was redundant of previous training* – Many respondents (n=40) noted that the workshop was similar to training they had received in the past. Some individuals indicated that they believed the workshop was nonetheless useful for refreshing or updating their knowledge. Others suggested that they believed the workshop was a poor use of their time and that they had not gained any new knowledge from participation.

SUGGESTION: WORKSHOP WAS REDUNDANT

- “I have attended 3-4 sessions using these same materials and approach. ...We need new issues, angles and approaches in training.
- “I have attended these sessions in the past so [I] already had much of this information but [I] feel [that] a refresher session never hurts.”
- “I didn’t learn anything new, because I had to do this a few years ago. I don’t think I needed to be here.”
- “This was a poor use of my time. I have had more experience with this as a manager in industry than the people conducting the training. ...This taught me nothing I did not know before.”

### Worklife Survey Data

The 2003 and 2006 faculty *Worklife* surveys asked respondents to report whether they had participated in a variety of programs on campus, including the Sexual Harassment Information Sessions, and to rate the value of each (original survey questions reproduced in Appendix A). Aggregate responses are presented in Appendix B, Tables B7 – B10. Here we summarize faculty responses and consider relationships between Session participation and reported familiarity with sexual harassment issues.

Faculty were asked to rate the value of the Sexual Harassment Information Sessions on a scale from one to four where one represented *very valuable*, two represented *quite valuable*, three represented *somewhat valuable*, and four represented *not at all valuable*. A majority of faculty respondents agreed that the Sessions are very, quite, or somewhat valuable in both 2003 and 2006 (67.1% and 70.0%, respectively).

Ratings of the program varied across a number of faculty characteristics, though these differences may be artifacts of different Session participation rates across groups. For instance, untenured faculty were significantly more likely to report that they had never heard of the Sexual Harassment Information Sessions, significantly less likely to report ever attending a Session, and significantly less likely to rate the Session as very, quite, or somewhat valuable in both 2003 and 2006 (differences significant at  $p < 0.05$ ). The same pattern was observed for physical sciences faculty as compared to all other faculty in both 2003 and 2006.

Comparing the responses of faculty who reported ever attending the Sexual Harassment Information Sessions to the remaining non-participant group, we find systematic differences in knowledge of and competency about sexual harassment issues (Tables B9 – B10).

In both 2003 and 2006, faculty who reported attending the sessions were more likely to report a recent sexual harassment experience than non-participant faculty. Participating faculty also tended to report fewer recent harassment incidents than non-participating faculty (mean 2.1 vs. 2.6 incidents in 2003 and 1.8 vs. 2.2 incidents in 2006). None of these differences was significant at standard confidence levels.

Both the participant and non-participant groups of faculty overwhelmingly agreed that sexual harassment is taken seriously on campus in 2003 and 2006. Faculty who had attended the Sexual Harassment Information Sessions more frequently indicated that sexual harassment is a major problem on campus in both surveys, as compared to those who had never participated. These differences were not statistically significant in either year, however faculty who had ever attended the Sessions were significantly ( $p < 0.05$ ) less likely to indicate that they didn't know whether sexual harassment was a major problem on campus in both surveys.

Faculty who reported participating in the Sessions were significantly more likely to indicate that they knew what steps to take in response to a sexual harassment allegation as compared to non-participants (96.5% vs. 82.4% in 2003 and 95.8% vs. 77.0% in 2006, differences significant at  $p < 0.05$ ). Approximately three-quarters of each faculty group agreed that UW-Madison's process for resolving sexual harassment complaints is effective in both surveys. Faculty who had participated in the Sessions were significantly less likely to report that they did not know whether the UW complaint resolution process is effective, as compared to faculty who had not participated (29.9% vs. 62.7% in 2003 and 39.9% vs. 65.5% in 2006, difference significant at  $p < 0.05$ ).

Taken together, the survey data presented here suggests how participation in the Sexual Harassment Information Sessions may alter faculty perceptions of and ability to respond to sexual harassment issues on the UW-Madison campus. Faculty who have participated in the Sessions reported significantly more positive attitudes about the value of the program as compared to non-participants. This may indicate that participants find the Sessions to be more useful than they had expected or the trend may simply be an artifact of a selection effect in faculty participation.

The significant reduction in faculty 'don't know' responses to questions about the scope and gravity of sexual harassment issues on campus among participant faculty suggests that the

Sessions are at least somewhat effective in educating faculty about the topic. Excluding ‘don’t know’ responses, however, both the participant and non-participant groups agreed that sexual harassment is taken seriously on campus, that sexual harassment is a big problem on campus, and that the UW-Madison has an effective process for resolving allegations at similar rates. Taken together, we might then suggest that the Sexual Harassment Information Sessions are most effective at informing faculty who have limited knowledge about the issue. For faculty who are already knowledgeable on the topic, the Sessions appear to have little impact on their perception of sexual harassment issues on campus. This is consistent with some of the themes reported in the post-Session evaluation survey.

Finally, the significantly greater proportion of faculty reporting that they know what steps to take in response to a sexual harassment allegation in the participant as compared to non-participant group suggests that the Sessions may be most effective at teaching faculty how to address sexual harassment. Again, this is in agreement with the post-Session evaluation survey where participants, in aggregate, reported the greatest gains in responding to sexual harassment.

## **Conclusion**

Sexual harassment is a persistent issue on the UW-Madison campus. Despite some gains in training faculty about the problem, some groups of faculty continue to report personal experiences of sexual harassment with alarming frequency. That nearly one-quarter of gay and lesbian faculty and women faculty in the humanities reported being sexually harassed between 1998 and 2003 should be cause for concern. Here we have not even considered the scope of sexual harassment directed towards students and staff. We might speculate that the incidence of sexual harassment is greater among these groups than for faculty, who generally occupy positions of greater power and prestige.

The evaluation data presented suggests that the Sexual Harassment Information Sessions are generally well received by participants and are at least partially effective in reaching their training goals. In aggregate, respondents to the post-Session evaluation survey reported knowledge gains in all issue areas addressed with the most gains observed in responding to sexual harassment. Comparisons of responses to the faculty worklife surveys revealed that faculty who reported attending the Session were significantly more confident that they knew how to respond to a sexual harassment allegation than their non-participant counterparts. Furthermore, participant faculty were less likely to choose a ‘don’t know’ response when asked about their perception of sexual harassment issues on campus.

Some evidence suggested that the Sexual Harassment Information Sessions may have a different impact on different faculty. The post-Session evaluation survey responses revealed that participants from the College of Agricultural and Life Sciences, for whom participation was mandatory, were less enthusiastic about their experience than all other participants. Data from the worklife surveys furthermore suggests that the Session may be most effective at informing those faculty who were initially least informed about sexual harassment issues.

Taken together, the persistence of sexual harassment directed towards faculty, faculty members’ limited participation in the Sexual Harassment Information Sessions, and faculty’s own reports



of their uncertainty about sexual harassment issues on the UW-Madison campus suggest more effort should be directed towards educating faculty on this topic. Given that the evaluation presented here has concluded that the Sessions can successfully achieve their training goals, we can reasonably conclude that increased efforts should be directed towards encouraging faculty to participate in the Session. Junior, untenured faculty might in particular be encouraged to participate. Future evaluation efforts might be directed towards gaining a better understanding of how Session training affects sexual harassment outcomes and future revisions to the workshop format should take account of the sometimes conflicting suggestions reflected in respondents' comments.

## Appendix A1: Sexual harassment items from the *Study of Faculty Worklife at the University of Wisconsin – Madison (2003)*

27. Have you ever considered leaving UW-Madison?

☐ a. Yes



☐ b. No → Go to question 30

28. How seriously have you considered leaving UW-Madison? Please circle one on a scale of 1 to 4.

Not very seriously  
1

Somewhat seriously  
2

Quite Seriously  
3

Very seriously  
4

29. What factors contributed to your consideration to leave UW-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.

30-31. 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.

	30. How valuable is each program? Please rate on a scale of 1 to 4 (whether or not you have used it).					31. Have you ever used this program?	
	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Suspension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Dual Career Hiring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. Anna Julia Cooper Fellowships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. Inter-Institutional Linkage Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Split Appointments	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Family Leave	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. Ombuds for Faculty	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. New Faculty Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. Equity in Faculty Salaries Policy	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Women Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
l. Committee on Women	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
m. Office of Campus Child Care	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
n. Sexual Harassment Information Sessions	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
o. Life Cycle Grant Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
p. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

32a. 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 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.

33. 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

34. Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison.

<i>Circle one number on a scale of 1 to 4.</i>	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-Madison 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.

35. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	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. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA

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

- ☐ a. Yes      ☐ b. No → *Go to Question 42*



37. We are interested in how the timing of raising children affects career trajectories. For each child that has been dependent on you in the past or at the present time, please list the year that child was born, the year that child entered your home (if different), the child's gender, and year the child first moved out of your home (e.g., to attend college).

	Year of Birth	Year Child Entered Home	Child's Gender	Year child moved away
Child 1			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 2			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 3			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 4			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 5			<input type="checkbox"/> Male <input type="checkbox"/> Female	

## Appendix A2: Sexual harassment items from the *Study of Faculty Worklife at the University of Wisconsin – Madison (2006)*

### ***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.

**35-36.** 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.

<b>35.</b> How valuable is each program? <i>Please rate on a scale of 1 to 4 (whether or not you have used it).</i>						<b>36.</b> Have you ever used or participated in this program?	
UW-Madison Programs	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Extension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Dual Career Hiring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. Anna Julia Cooper Postdoctoral Fellowships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. Workshops for Search Committees	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Family Leave	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Ombuds for Faculty	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. New Faculty Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. Equity in Faculty Salaries Policy	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. Women Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Committee on Women	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
l. Office of Campus Child Care	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
m. Cluster Hire Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
n. Sexual Harassment Information Sessions	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
o. Vilas Life Cycle Professorships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
p. Plan 2008 Diversity Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
q. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

### ***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.

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

☐ Never

☐ 1 to 2 times

☐ 3 to 5 times

☐ More than 5 times

**38.** Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison.

<i>Circle one number on a scale of 1 to 4 for each statement.</i>		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-Madison is effective.	1	2	3	4	DK

## Appendix B: Survey Data on Sexual Harassment at UW-Madison

**Table B1. Experience of Sexual Harassment by Faculty (2003)**

	N	Experience Any Harassment		Number of Incidents**	
				Mean	(S.D.)
All Faculty	1296	7.6%		2.4	(1.8)
Women	389	15.9%	*	2.3	(1.6)
Men	892	3.9%		2.7	(2.2)
Untenured	320	8.4%		2.0	(1.0)
Tenured	974	7.2%		2.6	(2.0)
Biological	444	7.4%		2.5	(1.8)
Physical	255	2.4%	*	1.9	(1.0)
Social	347	8.4%		2.5	(2.1)
Humanities	222	12.2%	*	2.3	(1.6)
Science	699	5.6%	*	2.4	(1.7)
Non-Science	569	9.8%		2.4	(1.8)
Faculty of Color	106	7.6%		1.8	(0.9)
Majority Faculty	1159	7.7%		2.5	(1.9)
Non-Citizen	138	5.8%		1.5	(0.0)
Citizen	1143	7.9%		2.5	(1.9)
Gay/Lesbian	31	22.6%		3.1	(2.4)
Bi/Heterosexual	1218	7.2%		2.4	(1.8)
Cluster Hire	46	6.5%		1.5	(0.0)
Not Cluster Hire	1222	7.5%		2.4	(1.8)
Multiple Appointments	233	9.9%		2.7	(1.7)
Single Appointment	1035	7.0%		2.3	(1.8)

\* T-test between groups significant at  $p < .05$ .

\*\* Calculated for persons experiencing at least one incident only.

**Table B2. UW-Madison's Response to Sexual Harassment\*\* (2003)**

	Taken Seriously On Campus (N=1135)		Big Problem On Campus (N=860)		Knows Steps to Take (N=1193)		Effective Process for Resolving Complaints (N=561)
All Faculty	94.4%		24.5%		85.0%		76.8%
Women	90.7%	*	34.4%	*	83.0%		69.0%
Men	96.0%		20.4%		86.2%		79.9%
Untenured	96.6%		19.6%		72.2%	*	81.7%
Tenured	93.8%		25.6%		88.7%		76.4%
Biological	96.0%		22.4%		87.6%		80.1%
Physical	95.7%		14.5%	*	80.4%	*	83.1%
Social	92.8%		26.7%		83.0%		72.7%
Humanities	92.9%		35.8%	*	88.3%		71.9%
Science	95.9%	*	20.0%	*	85.1%		80.9%
Non-Science	92.8%		30.2%		85.2%		72.3%
Faculty of Color	87.6%	*	29.5%		76.3%	*	69.6%
Majority Faculty	95.0%		24.4%		85.9%		77.7%
Non-Citizen	97.0%		14.5%		83.5%		90.9%
Citizen	94.0%		25.6%		85.3%		75.6%
Gay/Lesbian	76.9%	*	45.8%		75.9%		53.3%
Bi/Heterosexual	94.8%		24.5%		85.5%		77.7%
Cluster Hire	100.0%		22.7%		71.8%		87.5%
Not Cluster Hire	94.4%		24.8%		85.6%		76.8%
Multiple Appointments	91.9%		29.5%		85.7%		79.8%
Single Appointment	95.1%		23.5%		85.0%		76.2%

\* T-test between groups significant at  $p < .05$ .

\*\* Agree Strongly or Agree Somewhat, vs. Disagree Strongly or Disagree Somewhat; Percent Agreeing presented here. Large numbers of respondents selected "Don't Know" for two questions; these responses were coded as missing data and only scaled answers are reported. Only the sample size for entire sample is reported here.

**Table B3. Don't Know About Campus Sexual Harassment Incidence/Processes\*\* (2003)**

	Don't Know if Harassment is A Big Problem (N=1299)		Don't Know if UW has Effective Process (N=1299)	
All Faculty	33.8%		56.8%	
Women	36.1%		59.6%	
Men	32.9%		55.4%	
Untenured	52.0%	*	81.3%	*
Tenured	27.9%		48.9%	
Biological	28.0%	*	51.5%	*
Physical	46.1%	*	67.6%	*
Social	32.0%		59.9%	
Humanities	32.3%		49.1%	*
Science	34.6%		57.4%	
Non-Science	32.1%		55.7%	
Faculty of Color	41.9%		55.8%	
Majority Faculty	33.0%		56.5%	
Non-Citizen	54.7%	*	75.9%	*
Citizen	31.4%		54.5%	
Gay/Lesbian	25.0%		53.1%	
Bi/Heterosexual	33.9%		56.2%	
Cluster Hire	53.2%	*	83.0%	*
Not Cluster Hire	32.7%		55.6%	
Multiple Appointments	28.8%		48.9%	*
Single Appointment	34.6%		58.3%	

\* T-test between groups significant at  $p < .05$ .

\*\* Percent who responded "Don't Know" to "Sexual harassment is a big problem on campus" and "The process for resolving complaints about sexual harassment at UW-Madison is effective, compared to those who either agreed or disagreed with these statements.

**Table B4. Experience of Sexual Harassment by Faculty (2006)**

	N	Experience Any Harassment	Number of Incidents**	
			Mean	(S.D.)
All Faculty	1177	5.6%	2.4	(1.9)
Women	383	11.0% *	2.6	(2.0)
Men	792	3.0%	2.1	(1.5)
Untenured	301	7.3%	2.7	(2.0)
Tenured	876	5.0%	2.3	(1.8)
Biological	423	6.6%	2.6	(2.1)
Physical	232	3.9%	1.5	(0.0)
Social	320	5.6%	2.4	(1.8)
Humanities	185	6.0%	2.6	(2.1)
Science	631	5.7%	2.3	(1.9)
Non-Science	529	5.7%	2.5	(1.8)
Faculty of Color	100	5.0%	3.3	(2.8)
Majority Faculty	1077	5.7%	2.3	(1.8)
Non-Citizen	130	3.1%	2.1	(1.3)
Citizen	1045	5.9%	2.4	(1.9)
Gay/Lesbian	21	19.1%	2.8	(1.4)
Bi/Heterosexual	1122	5.4%	2.4	(1.9)
Cluster Hire	54	3.7%	2.8	(1.8)
Not Cluster Hire	1123	5.7%	2.4	(1.9)
Multiple Appointments	214	7.5%	2.1	(1.1)
Single Appointment	939	5.3%	2.5	(2.0)

\* T-test between groups significant at  $p < .05$ .

\*\* Calculated for persons experiencing at least one incident only.



**Table B5. UW-Madison's Response to Sexual Harassment\*\* (2006)**

	Taken Seriously On Campus (N=1074)		Big Problem On Campus (N=819)		Knows Steps to Take (N=1105)		Effective Process for Resolving Complaints (N=503)
All Faculty	93.1%		25.4%		81.6%		72.6%
Women	89.4%	*	32.2%	*	77.0%	*	57.1%
Men	94.8%		22.8%		83.8%		79.1%
Untenured	93.1%		17.8%	*	66.0%	*	61.0%
Tenured	93.1%		27.1%		86.4%		74.1%
Biological	95.8%	*	21.6%	*	83.3%		75.9%
Physical	92.4%		21.1%		73.6%	*	71.2%
Social	90.5%		28.3%		81.9%		71.0%
Humanities	91.2%		36.9%	*	85.5%		69.1%
Science	94.7%	*	21.5%	*	79.9%		70.8%
Non-Science	90.9%		30.9%		83.4%		74.4%
Faculty of Color	84.3%	*	42.3%		82.6%		64.3%
Majority Faculty	93.9%		23.8%		81.5%		73.3%
Non-Citizen	97.1%	*	19.4%		76.7%		73.0%
Citizen	92.7%		26.0%		82.1%		72.5%
Gay/Lesbian	77.8%		50.0%	*	64.0%	*	66.7%
Bi/Heterosexual	93.4%		24.7%		82.0%		72.4%
Cluster Hire	95.4%		24.2%		72.0%		81.3%
Not Cluster Hire	93.0%		25.5%		82.1%		72.3%
Multiple Appointments	91.0%		27.2%		85.7%		72.6%
Single Appointment	93.4%		25.4%		80.8%		72.7%

\* T-test between groups significant at  $p < .05$ .

\*\* Agree Strongly or Agree Somewhat, vs. Disagree Strongly or Disagree Somewhat; Percent Agreeing presented here. Large numbers of respondents selected "Don't Know" for two questions; these responses were coded as missing data and only scaled answers are reported. Only the sample size for entire sample is reported here.

**Table B6. Don't Know About Campus Sexual Harassment Incidence/Processes\*\* (2006)**

	Don't Know if Harassment is A Big Problem (N=1207)		Don't Know if UW has Effective Process (N=1207)	
All Faculty	32.2%		58.3%	
Women	41.5%		62.2%	
Men	27.6%		56.4%	
Untenured	50.7%	*	80.8%	*
Tenured	25.8%		50.6%	
Biological	26.7%	*	53.3%	*
Physical	34.5%		68.4%	*
Social	35.4%		58.1%	
Humanities	36.5%		57.8%	
Science	29.2%	*	58.1%	
Non-Science	35.7%		58.5%	
Faculty of Color	32.4%		60.0%	
Majority Faculty	32.1%		58.2%	
Non-Citizen	48.1%	*	71.3%	*
Citizen	30.3%		56.8%	
Gay/Lesbian	44.0%		64.0%	
Bi/Heterosexual	31.8%		58.0%	
Cluster Hire	40.0%		70.9%	
Not Cluster Hire	31.8%		57.7%	
Multiple Appointments	28.2%		53.9%	
Single Appointment	33.0%		59.1%	

\* T-test between groups significant at  $p < .05$ .

\*\* Percent who responded "Don't Know" to "Sexual harassment is a big problem on campus" and "The process for resolving complaints about sexual harassment at UW-Madison is effective, compared to those who either agreed or disagreed with these statements.

**Table B7. Value and Use of Sexual Harassment Information Sessions (2003)**

	N	Never Heard of Program	Program is Very, Quite, or Somewhat Valuable**	Ever Used Program	
All Faculty	1242	23.1%	67.1%	16.6%	
Women	367	23.4%	68.9%	20.1%	*
Men	858	22.7%	66.7%	15.1%	
Untenured	300	42.7%	51.0%	9.8%	*
Tenured	942	16.9%	72.2%	18.7%	
Biological	424	19.8%	68.4%	22.1%	*
Physical	246	32.1%	58.9%	10.8%	*
Social	338	23.4%	68.3%	14.5%	
Humanities	210	18.6%	73.3%	15.0%	
Science	670	24.3%	64.9%	17.9%	
Non-Science	548	21.5%	70.3%	14.7%	
Faculty of Color	85	28.2%	65.9%	10.8%	
Majority Faculty	1131	22.6%	67.6%	16.9%	
Non-Citizen	130	36.2%	55.4%	10.8%	
Citizen	1096	21.5%	68.7%	17.4%	
Cluster Hire	45	44.4%	48.9%	7.1%	
Not Cluster Hire	1173	22.3%	68.0%	16.8%	
Multiple Appointments	222	23.9%	67.6%	16.6%	
Single Appointment	996	22.9%	67.3%	16.5%	
Parent	828	21.0%	68.8%	17.9%	
Non-Parent	403	27.5%	63.3%	14.4%	
Stay Home Spouse	222	30.2%	60.8%	11.8%	*
Working/No Spouse	986	21.5%	68.8%	18.2%	
Used Program	203	--	86.2%	--	
Never Used Program	962	--	62.5%	--	

\* T-test between hire groups significant at  $p < .05$ .

\*\* Compared to Not at all Valuable or Never Heard of Program.

**Table B8. Value and Use of Sexual Harassment Information Sessions (2006)**

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1125	22.0%		70.0%		26.8%	
Women	367	25.9%	*	68.1%		24.5%	
Men	757	20.1%		70.9%		27.8%	
Untenured	288	38.9%	*	57.6%	*	14.1%	*
Tenured	837	16.1%		74.3%		30.9%	
Biological	404	13.1%	*	75.7%	*	35.6%	*
Physical	222	31.1%	*	62.2%	*	18.2%	*
Social	308	29.2%		64.6%	*	24.3%	
Humanities	174	19.0%		76.4%	*	20.9%	
Science	604	19.7%	*	71.0%	*	29.0%	
Non-Science	504	25.0%		68.9%		22.4%	
Faculty of Color	99	19.2%		75.8%		23.7%	
Majority Faculty	1026	22.2%		69.5%		27.0%	
Non-Citizen	124	33.9%	*	61.3%	*	17.4%	*
Citizen	999	20.5%		71.1%		27.8%	
Cluster Hire	50	32.0%		62.0%		13.6%	*
Not Cluster Hire	1075	21.5%		70.4%		27.4%	
Multiple Appointments	206	18.9%		72.3%		33.3%	*
Single Appointment	895	22.7%		69.8%		25.2%	
Parent	861	19.3%	*	72.1%	*	29.6%	*
Non-Parent	256	31.3%		62.9%		18.0%	
Stay Home Spouse	233	28.8%	*	62.2%	*	19.5%	*
Working/No Spouse	862	19.8%		72.2%		28.8%	
Used Program	263	--		87.5%	*	--	
Never Used Program	671	--		68.7%		--	

\* T-test between groups significant at  $p < .05$ .

\*\* Compared to Not at all Valuable or Never Heard of Program.

**Table B9. Faculty Experience, Perceptions, and Awareness of Sexual Harassment, by Reported Participation in the Sexual Harassment Information Sessions (2003).**

	Participants		Non-Participants
Experienced Any Harassment	11.4%		6.9%
Number of Harassment Incidents **			
Mean	2.1		2.6
(S.D.)	(1.5)		(2.0)
Agree Sexual Harassment is:			
Taken Seriously on Campus †	93.8%		94.6%
Big Problem on Campus †	27.1%		23.9%
Agree that:			
Know Steps to Take in Response to Sexual Harassment †	96.5%	*	82.4%
Effective Process for Resolving Complaints †	76.2%		76.7%
Don't Know if:			
Sexual Harassment is a Big Problem on Campus	18.6%	*	36.7%
UW has an Effective Resolution Process	29.9%	*	62.7%

\* T-test between groups significant at  $p < .05$ .

\*\* Calculated for persons experiencing at least one incident only.

† Agree Strongly or Agree Somewhat, vs. Disagree Strongly or Disagree Somewhat; Percent Agreeing presented here. "Don't Know" responses coded as missing data.

**Table B10. Faculty Experience, Perceptions, and Awareness of Sexual Harassment, by Reported Participation in the Sexual Harassment Information Sessions (2006).**

	Participants		Non-Participants
Experienced Any Harassment	7.4%		4.7%
Number of Harassment Incidents **			
Mean	1.8		2.2
(S.D.)	(1.5)		(1.5)
Agree Sexual Harassment is:			
Taken Seriously on Campus †	93.9%		93.4%
Big Problem on Campus †	28.4%		23.9%
Agree that:			
Know Steps to Take in Response to Sexual Harassment †	95.8%	*	77.0%
Effective Process for Resolving Complaints †	71.3%		75.1%
Don't Know if:			
Sexual Harassment is a Big Problem on Campus	20.7%	*	36.3%
UW has an Effective Resolution Process	39.9%	*	65.5%

\* T-test between groups significant at  $p < .05$ .

\*\* Calculated for persons experiencing at least one incident only.

† Agree Strongly or Agree Somewhat, vs. Disagree Strongly or Disagree Somewhat; Percent Agreeing presented here. "Don't Know" responses coded as missing data.

## Appendix C: Sexual Harassment Information Session Evaluation Survey

Division \_\_\_\_\_ Department \_\_\_\_\_ Date \_\_\_\_\_

### Sexual Harassment Information Sessions

#### EVALUATION

There are two sections below. The first section focuses on your knowledge prior to this session. The second section addresses the knowledge gained through your participation. Please read the following statements and indicate your response by circling one of these choices:

SA = Strongly Agree    A = Agree    D = Disagree    SD = Strongly Disagree.

#### Section One: Prior Knowledge

SA	A	D	SD	1) Prior to this session, I was familiar with the University policies and procedures pertaining to sexual harassment and consensual relationships.
SA	A	D	SD	2) Prior to this session, I was aware of the campus resources that were available to assist me in resolving sexual harassment allegations.
SA	A	D	SD	3) Prior to this session, I was fully aware of the University's exposure for liability and the potential loss of federal grant funds if issues related to sexual harassment or consensual relationships were not addressed.
SA	A	D	SD	4) Prior to this session, I had a clear understanding of my role in creating respectful work and learning environments on campus.
SA	A	D	SD	5) Prior to this session, I was comfortable participating in conversations related to sexual harassment in the University.
SA	A	D	SD	6) Prior to this session, I knew where to turn if I experienced harassment in the workplace.
SA	A	D	SD	7) Prior to this session, I had a very clear understanding of how I should respond to a report of sexual harassment.

#### Section Two: Response to Session

SA	A	D	SD	1) As a result of this session, my familiarity with the University's policies and procedures pertaining to sexual harassment and consensual relationships has increased.
SA	A	D	SD	2) As a result of this session, my awareness of the campus resources that are available to assist me in resolving sexual harassment allegations has increased.
SA	A	D	SD	3) As a result of this session, my awareness of the University's exposure for liability and the potential loss of federal grant funds has increased.
SA	A	D	SD	4) As a result of this session, I have a clearer understanding of my role in creating respectful work and learning environments that support excellence in teaching, research, and service.
SA	A	D	SD	5) As a result of this session, I am more comfortable participating in conversations related to sexual harassment in the University.
SA	A	D	SD	6) As a result of this session, I have a better understanding of where to turn if I experience harassment in the workplace.
SA	A	D	SD	7) As a result of this session, my understanding of how to respond to a report of sexual harassment has increased.

#### Final Questions:

YES    NO    The structure (format) of the session worked well for me (feel free to provide specific comments on the back of the evaluation).

YES    NO    I would recommend this session to others.

If you have additional comments, please use the back of this evaluation to express your thoughts and reactions.  
Thank you for taking the time to provide feedback!

**WISELI Research/Evaluation Report:**

Sheridan, Jennifer. October 2006. “Perceived Benefits of and Barriers to Interdisciplinary Research at the UW-Madison: Evidence from the 2006 *Study of Faculty Worklife at the University of Wisconsin-Madison*.”





W I S E L I

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

**Perceived Benefits of and Barriers to Interdisciplinary  
Research at the UW-Madison:**

**Evidence from the 2006 *Study of Faculty Worklife at the  
University of Wisconsin-Madison***

*Report submitted to WID steering committee by Jennifer Sheridan, Research Director, Women in  
Science & Engineering Leadership Institute (WISELI)  
October 31, 2006*

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## **Perceived Benefits of and Barriers to Interdisciplinary Research at the UW-Madison: Evidence from the 2006 *Study of Faculty Worklife at the University of Wisconsin-Madison***

### **Executive Summary**

In fall 2006, the WID Steering Committee commissioned WISELI to run a special tabulation of results from the 2006 *Study of Faculty Worklife at the University of Wisconsin-Madison*, a faculty survey implemented in spring 2006 that received a 55.7% response rate, to investigate the working environments and satisfaction of faculty who collaborate with other faculty outside of their own departments at the UW-Madison. The analyses compared (1) currently collaborating faculty with (2) faculty who have not collaborated in the past three years, and (3) faculty who had collaborated in the past three years but are no longer collaborating across departments. This last group—those who “stopped” collaborating—may give clues as to some barriers to interdisciplinary collaboration at UW-Madison. The main findings of these analyses, including possible recommendations for the Steering Committee’s consideration, include:

For faculty from all divisions:

- Most currently collaborating faculty are happy and satisfied with their experiences at the UW-Madison. They express more satisfaction with their resources, the tenure process, their departmental climate, and their jobs and careers. They also report significantly less isolation on the UW-Madison campus compared to all other faculty. Faculty who have stopped collaborations in the past three years, in contrast, are among the most unhappy faculty in these areas. The UW-Madison should continue to support this longstanding tradition of interdisciplinary work as a way to attract and retain talented faculty.
- Access to internal funding for research is one area that may be a barrier to interdisciplinary research, as current collaborators are satisfied with their internal funding, while those who have stopped collaborating are not. Providing more internal funding for interdisciplinary research through the WID should help alleviate some of the funding issues for these collaborators.
- Access to colleagues who give career advice may be another barrier faced by some faculty who collaborate with others outside their departments, as those who have stopped collaborating indicate significantly less satisfaction in this area, and are also more likely to indicate they have had inadequate mentoring throughout the tenure process. The WID may wish to consider a mentoring program within the WID that would coach faculty, especially junior faculty, on how to use their interdepartmental collaborative work to enhance their research programs and therefore their personal careers at UW-Madison.

For faculty in the biological and physical sciences:

- Faculty in the natural science departments within the College of Letters & Science (L&S) report lower rates of interdepartmental collaboration than faculty in other

schools. While more investigation into the reasons for this difference is warranted, the WID might consider ways to enhance the participation of L&S faculty in the natural sciences in interdisciplinary research.

- Current collaborators are significantly less likely to agree that they have adequate lab space; however, as this is not a complaint of those who have stopped collaborating, this may not be a limiting factor to collaboration for biological and physical scientists. Another interpretation of the finding is that lab space is only needed for the duration of an interdisciplinary collaboration. More investigation into this issue is needed.
- Interdepartmental collaborators in the biological and physical sciences do appear to have issues regarding their work/life balance. Not only are they younger, more likely to report having school-aged children in their homes, and report more often having a spouse or partner in the labor force, they also report significantly reduced levels of satisfaction with their work/life balance. In order to attract and retain the highly productive and motivated individuals who engage in interdepartmental collaborations, the WID might consider ways that they can help to reduce the work/life conflicts of participating faculty.

For faculty in the social studies and arts & humanities:

- Interdepartmental collaborators in these disciplines tend to be more senior, tenured professors. The WID might consider whether junior faculty in these disciplines might also make a contribution to interdisciplinary efforts, and find ways to include more of them.
- Research/studio space may be a factor that limits participation in interdepartmental collaboration for faculty in these disciplines, as current collaborators are satisfied with their lab space, while those who have stopped collaborating are significantly less satisfied than others.

The findings and conclusions expressed in this report are based on cross-sectional data, and thus no definitive causal inferences may be made. The recommendations in this report may therefore be somewhat speculative; however, they are submitted with good faith to the WID Steering Committee in an effort to assist in the design of the most productive interdisciplinary working environment possible.

## **Perceived Benefits of and Barriers to Interdisciplinary Research at the UW-Madison: Evidence from the 2006 Study of Faculty Worklife at the University of Wisconsin-Madison**

In September 2006, the steering committee of the Wisconsin Institutes for Discovery commissioned a special tabulation of results from the *2006 Study of Faculty Worklife at the University of Wisconsin-Madison* survey, implemented in spring 2006. The analysis proposed to answer five main questions:

1. What are the characteristics of faculty who say they collaborate or have collaborated in the past with colleagues outside of their departments?
2. Do faculty who collaborate outside of their departments indicate a satisfaction with the campus resources available to them (e.g., equipment and supplies, sufficient office/laboratory space, sufficient internal funding, etc.)?
3. Do faculty who collaborate outside of their departments indicate greater or lesser satisfaction with the tenure process than other faculty?
4. How do faculty who collaborate outside of their departments perceive their treatment within their departments—do their colleagues respect them and their research? Do they feel like they “fit”?
5. How satisfied are collaborating faculty with their jobs and their careers at UW-Madison? Are they more likely to indicate an intention to leave the UW? What are the reasons they give for leaving/staying?

One goal of the Wisconsin Institutes for Discovery (WID) is to provide a research environment that will stimulate and enhance scientific discoveries by facilitating interdisciplinary research. By understanding the elements of the current UW-Madison environment that positively promote interdisciplinary research, the WID steering committee can enhance these elements in the WID. Similarly, if barriers to interdisciplinary research are uncovered, the WID steering committee can recommend changes to the research environment, both within the WID and within the UW-Madison more generally, to remove these barriers and thus take the strong tradition of interdisciplinary research already present at the UW-Madison to the next level.

### **Introduction**

#### ***The 2006 Study of Faculty Worklife at the University of Wisconsin-Madison***

The *Study of Faculty Worklife at UW-Madison* survey was conceived of in 2001, as an element of the proposed ADVANCE project at UW-Madison. The ADVANCE project was funded (WISELI, the Women in Science & Engineering Leadership Institute, is the research center that was formed to centralize all ADVANCE activities), and development of the survey instrument began in 2002 with in-depth interviews of 26 women faculty in the biological and physical sciences. Their comments formed the basis of an instrument designed to investigate gender differences in workplace experiences of faculty in biological and physical sciences. In late 2003, just before the instrument was to be fielded, the Office of the Provost requested that the survey be sent to all faculty in all divisions, and funded the additional costs associated with the expansion of the survey. This survey was

implemented from February through June of 2003, and received a 60.2% response rate.

In 2006, as proposed in the original ADVANCE grant, WISELI re-surveyed the faculty in order to evaluate the impact of the ADVANCE grant on campus, and document any changes that occurred between 2003 and 2006. The 2006 instrument was nearly identical to the 2003 instrument. The survey was again extended to UW-Madison faculty in all divisions through the contributions of the Office of the Provost. It was in the field from February through April of 2006, and received a 55.7% response rate.

The two surveys in 2003 and 2006 now provide the UW-Madison campus with a rich source of faculty attitude data. The datasets are reasonably representative of the faculty at large, with some exceptions. As is common in most surveys, women tended to respond at higher rates than men, and response rates also varied quite widely across schools and colleges, with the Law School and School of Business showing the lowest response. In the 2003 survey, women faculty of color responded at the same or higher rates as majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males. In 2006, all faculty of color (men and women, all racial/ethnic groups) tended to respond at lower rates than their majority counterparts, and in contrast to their high participation in the 2003 survey. Aside from these differences, response was quite consistent across measurable demographic characteristics of the faculty (see <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm>, and also Appendix 2, for more detail.) Faculty in the Biological and Physical Sciences (both men and women) responded above the 50% rate in both the 2003 and 2006 surveys. The response rate in the

Social Studies division was nearing 60% in both surveys. See Appendix 2 for a summary of response rates from the 2006 survey.

In the analyses that follow, we will investigate differences among faculty based on their response to the item:

Do you currently collaborate, or have you collaborated *in the past three years*, on research with colleagues...

Check all that apply.	Currently collaborate?		Collaborated in the past 3 years?	
	Yes	No	Yes	No
Outside your department, but on the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We will consider three groups. The first is comprised of faculty who say they currently collaborate with colleagues outside their departments, but on the UW-Madison campus (N=663, “current”). The second group will be faculty who are neither currently collaborating, nor have they collaborated in the past three years (N=431, “none”). The third group of faculty includes those who are not currently collaborating, but had been collaborating outside their departments in the past three years (N=120, “stopped”). Responses of biological and physical science faculty will be analyzed separately from responses of social studies and arts & humanities faculty. For a list of departments in each divisional category, see <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/deptlist.htm>. Detailed results of all analyses are reported in Tables 1 through 21 in Appendix 3. T-tests were performed to test for significant differences in outcomes among the three groups of collaborators: “Current”, “None”, and “Stopped.” In the figures highlighted in this report, an asterisk (\*) denotes a significant t-test at the  $p < .05$  level, and a tilde (~) denotes a marginally significant t-test at  $p < .10$ . All of the figures appearing in this report are reproduced full-size in Appendix 4.

It is important to highlight the cross-sectional nature of these data. We cannot

ascertain causation in any of the findings contained in this report; these are correlations only. When significant differences are found among the three groups—current collaborators, no collaborations, and stopped collaborating—and some outcome measure, we will often need more in-depth data to really understand the relationship. Certainly some characteristics of the working environment might be affecting the three groups differently, but it is also possible that faculty who are in those groups vary on some individual characteristics that we did not measure which could also cause the observed relationship.

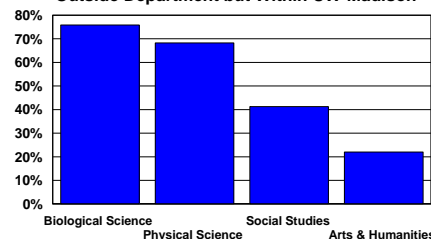
A final caveat: our measures of interdepartmental collaboration are merely proxies for interdisciplinary research collaborations on the UW-Madison campus. Certainly, faculty within a department are not homogenous, and some departments employ faculty with different intellectual backgrounds. These faculty may be collaborating with their departmental colleagues and still be doing interdisciplinary research, but these relationships would not be counted as “current collaborations” in the coding scheme used for this study. Similarly, faculty collaboration with others outside the department might not be an interdisciplinary collaboration, as it is certainly possible that two faculty in different departments could be working in the same field. Nonetheless, we believe that interdepartmental collaborations are the best proxy measure of interdisciplinary research available at this time, compared to intradepartmental collaboration or inter-institutional collaborations. Perhaps a future *Study of Faculty Worklife at the UW-Madison* could ascertain this question more precisely.

## **Results**

### **Question 1: What are the characteristics of faculty who collaborate across departments?**

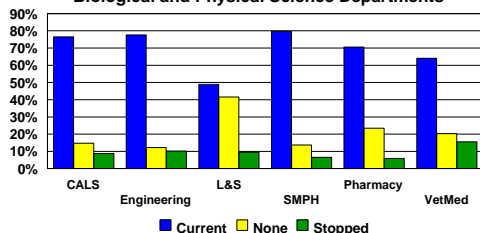
There is not a great deal of difference between faculty who collaborate and those who don't on the observable demographic variables we have at our disposal. In the biological and physical sciences, biological science faculty are significantly more likely to collaborate outside their departments compared to physical science faculty, and physical science faculty are significantly more likely to have never collaborated than are biological science faculty.

**Figure 1.**  
Percent of Faculty Indicating Current Collaboration Outside Department but Within UW-Madison



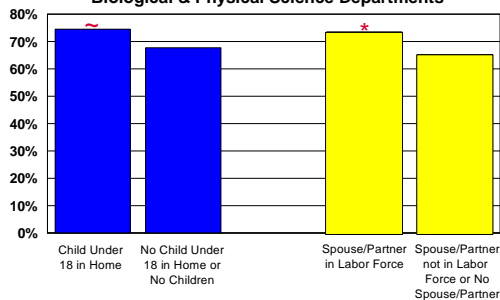
When broken down by school within the biological and physical sciences, we see that the College of Letters and Sciences (L&S) has the lowest rates of interdepartmental collaboration. Less than half of faculty in L&S report that they are currently collaborating outside of their departments, while in all other schools housing biological and physical science departments, at least 60% of faculty report collaborating, and in the School of Medicine and Public Health (SMPH), almost 80% of faculty report such collaborations.

**Figure 2.**  
Distribution of Interdepartmental Collaborators  
Biological and Physical Science Departments



Interestingly, collaborators in the biological and physical sciences are more likely to have children in their homes and to have a spouse/partner in the labor force than are non-collaborators. This result is partially attributable to age, and working in a biological science department. In the biological and physical sciences, it tends to be the younger faculty who report cross-departmental collaborations, and overall, biological science faculty tend to have more children than faculty in other divisions (see results from *2003 Study of Faculty Worklife*.) The marginally significant result for having children in the home disappears when age of faculty member is controlled, and the significant effect of having a spouse/partner in the labor force disappears when division is controlled. Nonetheless, attention to work/life balance issues may be important if we would like to encourage interdisciplinary research.

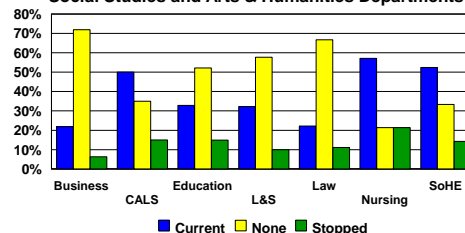
**Figure 3.**  
Family Characteristics of Current Collaborators  
Biological & Physical Science Departments



In the social studies and arts and humanities departments, it is clear that social studies faculty are more likely to collaborate with others outside their departments compared to their arts & humanities colleagues. Social

Studies departments in CALS, SoHE, and Nursing appear to foster the highest rates of interdepartmental collaboration.

**Figure 4.**  
Distribution of Interdepartmental Collaborators  
Social Studies and Arts & Humanities Departments



Interestingly, the opposite pattern with respect to age seems to appear in these divisions, with the untenured faculty indicating they are significantly more likely to have never collaborated than tenured faculty, and tenured faculty more likely to have collaborated in the past and stopped. Indeed, in social studies/arts & humanities divisions, younger faculty indicate they have never collaborated more often than older faculty. Faculty who indicated they are not U.S. citizens report significantly lower rates of interdepartmental collaboration than their U.S. citizen counterparts, and no intervening variable could be found that explains this discrepancy. No significant differences with regard to family variables appeared, except that social studies/arts & humanities faculty who stopped collaborating in the past three years were more likely to indicate they had a spouse/partner in the labor force, indicating a possible barrier to participation among these faculty. A new question was added to this analysis in response to this discovery: Do faculty who are currently collaborating with others outside their departments report less satisfaction with their work/life balance?

In all divisions, faculty with formal appointments in more than one department are significantly more likely than others to indicate they collaborate with faculty outside their primary departments, a not unexpected finding.



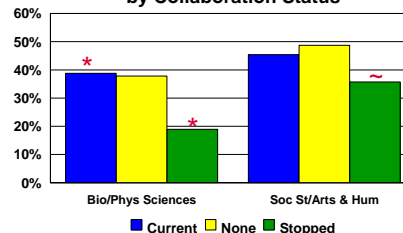
## Question 2: Interdepartmental collaboration and satisfaction with institutional resources

Overall, faculty who are currently collaborating appear to be more happy with their access to resources—equipment, space, internal funding, support, and colleagues—than their counterparts who have either never collaborated, or have stopped collaborating in the past three years. In all divisions, high levels (over 75%) of collaborating faculty say they have needed equipment, sufficient office space, colleagues on campus who do similar research, and colleagues who give career advice when needed; often the level of agreement for collaborating faculty is significantly higher than that for other faculty.

In contrast to the high levels of institutional resources reported by current collaborators, and even non-collaborators, those who have ended an interdepartmental collaboration in the past three years report significantly lower satisfaction in several areas, compared to other faculty. In the cases where relatively high levels of satisfaction with a resource exists among currently collaborating faculty, and relatively low levels of satisfaction with the same resource for the stopped collaborating faculty, we can investigate areas that might be considered “barriers” to interdisciplinary collaboration among the UW-Madison faculty.

One such area that immediately stands out is access to internal funding. Almost 40% of current collaborators agree they have enough internal funding to conduct their research, whereas only 19% of those who stopped collaborating agree.

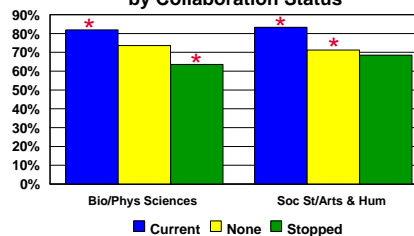
**Figure 5.**  
Enough Internal Funding to Conduct Research,  
by Collaboration Status



A similar pattern emerges for social studies and arts and humanities faculty, with those who stopped collaborating indicating significantly lower agreement that they have adequate internal funding to do their research. Similar, though not as strong, patterns emerge when faculty are asked whether they have the equipment they need to do their research; these two items are undoubtedly related.

Similarly, currently collaborating faculty in all divisions report very high satisfaction with both their access to colleagues on campus who do similar research, and also their access to colleagues who can give career advice or guidance when needed.

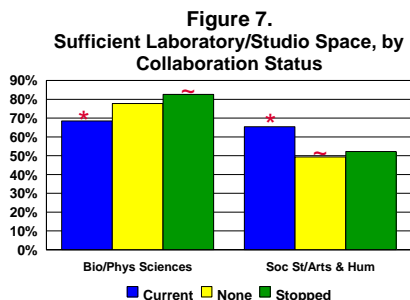
**Figure 6.**  
Colleagues Who Give Career Advice/Guidance,  
by Collaboration Status



This last item, in particular, may be a very important factor in helping support the interdisciplinary work of faculty, as it indicates that those who have good mentoring relationships can successfully maintain their collaborations and progress in their careers (see Question 5 below), while those without this kind of mentoring support find their collaborations ending.

A different pattern of results emerges when faculty are asked whether they have

adequate lab space to do their research. Among biological and physical science faculty, fewer current collaborators indicate they have adequate lab space, compared to their non-collaborating counterparts.



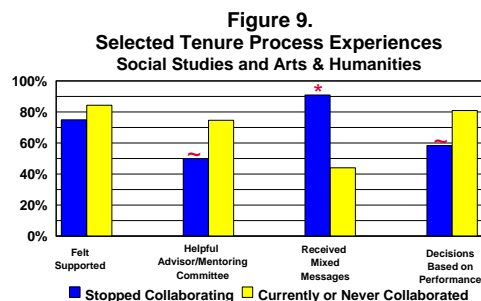
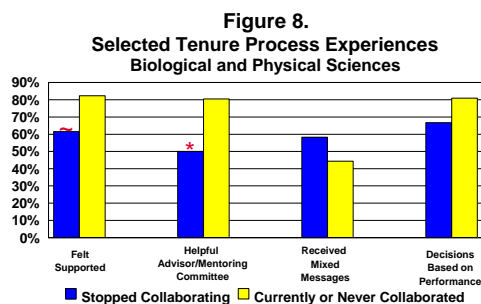
At the same time, among those faculty who stopped collaborating in the past three years, significantly more indicated that they had adequate lab space than other faculty. This seems to indicate that while lack of lab space is an issue for currently collaborating faculty in the biological and physical science divisions, it may not be the determining factor in whether a collaboration continues. Another interpretation is that while an interdepartmental collaboration is in process there is a heightened need for lab space; once the relationship ends, the need for extra space disappears. More study is needed to understand these findings.

The opposite pattern for satisfaction with space emerges for the social studies and humanities faculty, where significantly more collaborating faculty indicate they have adequate lab space, compared to non-collaborating faculty. In these divisions, access to adequate lab/studio space may be an issue in developing interdepartmental research collaborations.

### Question 3: Interdepartmental collaboration and satisfaction with the tenure process

For analyses of satisfaction with the tenure process, only junior faculty and tenured faculty within three years of their tenure

decision are included in the analyses (N=351). Currently collaborating faculty in all divisions report the same or higher satisfaction with all of the elements of the tenure process the survey inquired about, compared to their non-collaborating peers. Thus, it is the experiences of those who stopped collaborating that may be instructive in examining the barriers that might exist for junior faculty who begin a research collaboration across departmental lines at UW-Madison. The faculty who have stopped collaborating tend to have more negative responses on all of the items compared to their peers. Some of the items which illustrate this most clearly include “I feel/felt supported in my advancement to tenure,” “My senior advisor/mentor committee is/was very helpful to me in working toward tenure,” “I have received mixed messages about the requirements for tenure from senior colleagues,” “and “Tenure decisions are based primarily on performance, rather than on politics, relationships, or demographics.”

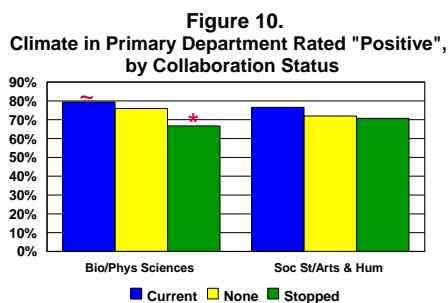


These items taken together might indicate that for some junior faculty who initiate interdisciplinary research collaborations, the work is not entirely valued within their

departments and they are having difficulty getting good mentoring advice on how best to ensure that their interdisciplinary work is valued in their tenure application. Of course, other factors such as unmeasured characteristics of the faculty who have stopped collaborating may also explain this correlation.

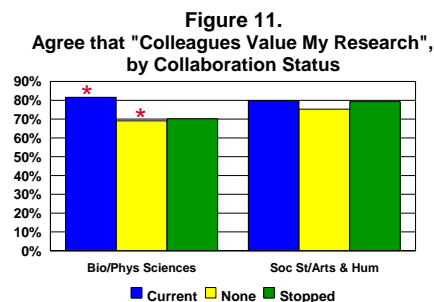
#### Question 4: Interdepartmental collaboration and satisfaction with departmental climate

Faculty in all divisions who collaborate with colleagues outside their own departments tend to experience as good as a departmental climate, or better, than other faculty. They are treated with the same levels of respect (by colleagues, students, staff, and their chairs); they are satisfied with their informal departmental interactions (e.g., not feeling excluded, not having unwritten rules about departmental interactions, not reluctant to bring up issues, and work is recognized) at about the same level as other faculty; their “fit” and isolation in the department are about the same; and their ability to participate in departmental decision-making is similar. The overall impression of climate for collaborating faculty is “positive” slightly more often than non-collaborating faculty.

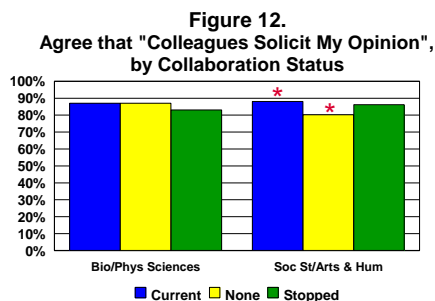


In general, collaboration outside of one’s department seems to have very little effect, or a slightly positive effect, on how a faculty member experiences his or her departmental climate.

However, there are one or two places where significant differences did emerge between collaborating faculty, or faculty who have stopped collaborating, and others, and they are in the important area of *colleagues’ valuation of research*. These differences are in a positive direction for current collaborators. In biological and physical science departments, faculty currently collaborating with colleagues outside their department agreed significantly more often that “colleagues value my research,” and those who have not collaborated or stopped collaborating reported about the same agreement to that item.

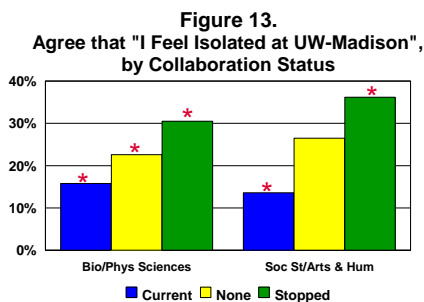


In social studies and arts & humanities departments, the “colleagues value my research” item was similar across groups, but currently collaborating faculty found that their departmental colleagues “solicit my opinion on work-related matters” more often than other faculty; this result is not related to tenure status.



We also asked a question about perceptions of isolation at the UW-Madison overall. Collaborating faculty in all divisions report significantly less isolation at UW-Madison than other faculty, and faculty who have

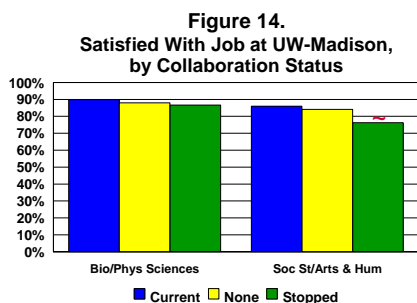
stopped collaborating in the past three years report the most isolation at UW-Madison.



It seems clear that interdepartmental collaborations, such as those that the WID will foster, are good for faculty and good for the overall climate at UW-Madison. Enhancing those collaborations should be a campus priority.

### Question 5: Interdepartmental collaboration and faculty job and career satisfaction

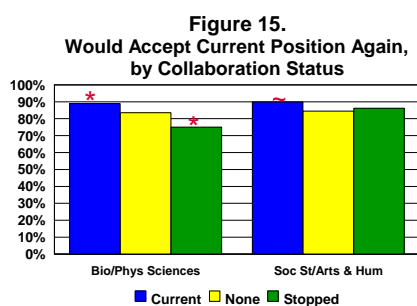
Collaboration with colleagues outside one's department but at UW-Madison is very slightly correlated with higher job and career satisfaction in all divisions. In the biological and physical sciences this relationship is not significant yet it is consistent, while in the social studies/arts & humanities divisions the differences do begin to reach statistical significance.



The factors that faculty cite most often as contributing to and detracting from their satisfaction at UW-Madison do not vary appreciably by collaboration status. For all faculty, having good colleagues and good students is the main reason they are happy at UW-Madison, and having poor access to

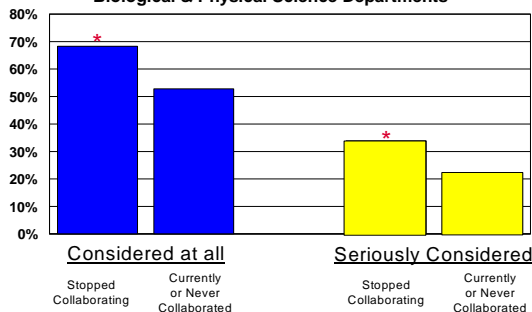
resources and a low salary most detract from their satisfaction here.

Another way to measure job satisfaction is to ask whether a respondent would accept his/her job again, knowing what they know now. Faculty who collaborate in all divisions report more often that they would accept their current position again compared to faculty who are not currently collaborating, and are also more likely to indicate that they would strongly recommend their department.



When collaborating relationships across departments end, however, there seems to be a reverse of feeling. Faculty who have ended collaborating relationships in the past three years report lower job and career satisfaction, are less likely to say they would accept their current positions or would strongly recommend their departments to new hires. They are also highly likely to indicate that they have considered leaving the UW-Madison in the past three years—almost 70% of these faculty have considered leaving the UW in the past three years and about one-third report that they “quite” or “very” seriously considered leaving.

**Figure 16.**  
**Considered Leaving UW-Madison in Past 3 Years**  
**Biological & Physical Science Departments**



Further analysis of this tendency for faculty who have stopped interdepartmental collaborating relationships to consider leaving the UW was analyzed using logistic regression models. A number of variables were investigated to discover whether they had mediating effects on the intention to leave UW-Madison. Two variables were found to be important mediating factors: having enough internal funding to conduct research, and having colleagues who give career advice when needed. Once these variables were controlled, the odds of intending to leave (either at all, or seriously) were not significantly different from other faculty.

Finally, we examined the factors that faculty themselves cite as the reasons contributing to their decisions to stay at UW-Madison, and to leave. (Only faculty who said they had considered leaving in the past three years responded to these open-ended items.) Low salary was the most-cited reason for leaving in all divisions, with poor resources and not feeling appreciated cited next most often. Very few mentions of any reason except low salary was cited in this section; thus differences in the second- and third-most-cited reasons are not likely to be important. Family and colleagues are the most-cited reasons for staying, regardless of collaboration status.

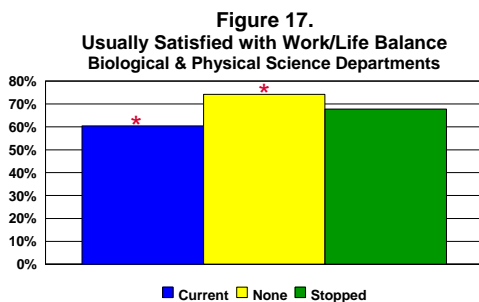
## Question 6: Interdepartmental collaboration and satisfaction with work/life balance

Balancing personal and professional life is certainly an issue for women faculty, but more and more often this issue is surfacing for men faculty as well, as newer generations of men are more likely to have a spouse/partner in the labor force and are more likely to devote time and attention to childcare and household management than was true for previous generations. Thus, a university that can assist faculty in successfully managing both their personal and professional lives will accrue a large advantage in recruiting and retaining talented faculty regardless of gender.

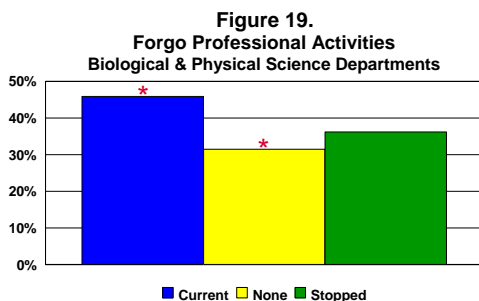
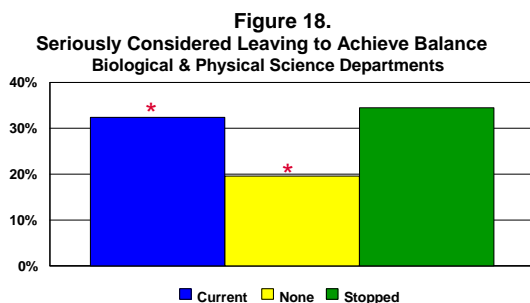
The finding that biological and physical science faculty who currently collaborate are more likely to have school-aged children in their homes, and also more likely to have a spouse/partner in the labor force, prompted an additional set of analyses to discover whether these collaborating faculty were having more difficulties balancing their personal and professional lives compared to their non-collaborating peers. For faculty in biological and physical sciences, the short answer appears to be “yes.” Faculty in social studies and arts & humanities disciplines who collaborate outside their departments did not respond differently than their non-collaborating colleagues on any of our eleven items measuring work/life balance satisfaction. Biological and physical science faculty who are currently collaborating, on the other hand, show significantly higher levels of dissatisfaction with their work/life balance.

Faculty who currently collaborate outside their departments report significantly less often than others that they are “usually

satisfied with the way in which I balance my professional and personal life.”



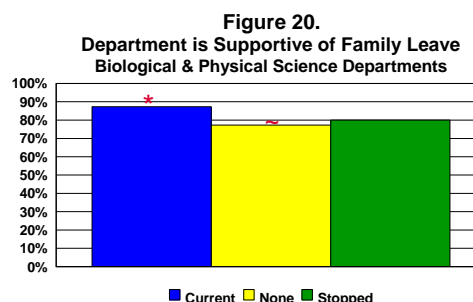
They report significantly *more* often that “I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life,” and “I often have to forgo professional activities because of personal responsibilities.”



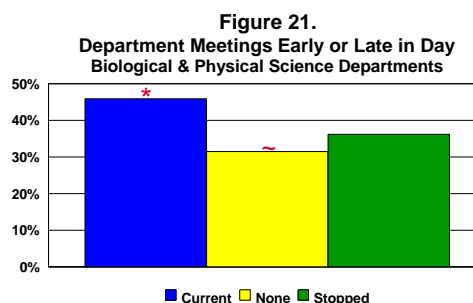
The faculty who have stopped collaborating in the past three years respond to these items somewhere between the current collaborators and the non-collaborators, which lends some evidence to the importance of the balance issues for the faculty who collaborate across departmental boundaries in biological and physical sciences.

Departments seem to be doing what they can to help faculty achieve balance, as currently collaborating faculty in biological and

physical sciences agree as often with their other colleagues on a number of items measuring the responsiveness of departments to work/life issues. They say their departmental colleagues are supportive of work/life balance, it is not difficult to adjust their schedules, their department communicates the options for having a baby, and that faculty with children are not perceived as being less committed to their careers in about the same proportions as their non-collaborating colleagues. Collaborating faculty actually report more often than others that their department is supportive of family leave.



The one area where departments might assist biological and physical science faculty with their work/life balance issues is in the scheduling of department meetings. Currently collaborating faculty report significantly more often than others that “department meetings frequently occur early in the morning or late in the day.” This is often problematic for faculty with children, as these meetings interfere with family time and/or with childcare arrangements.





## **Summary and Conclusions**

We used the *2006 Study of Faculty Worklife at the University of Wisconsin-Madison*, a faculty survey implemented in spring 2006 that received a 55.7% response rate, to investigate the working environments and satisfaction of faculty who collaborate with other faculty outside of their own departments at the UW-Madison. This analysis was undertaken in an effort to understand the benefits of and barriers to interdisciplinary research within the UW-Madison environment, in order to enhance these collaborations within the WID. In addition to understanding the demographics of the faculty who choose to engage in these interdepartmental collaborations, we investigated the satisfaction of faculty with regards to institutional resources, the tenure process, departmental climate, job and career satisfaction, and work/life balance. The main findings of these analyses for faculty from all divisions are:

- Faculty in biological science departments are the most likely to collaborate with faculty outside their own departments, and faculty in arts & humanities departments are the least likely.
- Most currently collaborating faculty are quite happy and satisfied with their experiences at the UW-Madison. They express more satisfaction with their resources, the tenure process, their departmental climate, and their jobs and careers.
- Faculty who have stopped collaborations in the past three years, in contrast, are among the most unhappy faculty in these areas. The biggest areas where significant differences occur include: Access to internal funding for

research and access to colleagues who give career advice.

- UW-Madison faculty who are currently collaborating report significantly less isolation on the UW-Madison campus compared to all other faculty, in all divisions.

Some of the major findings are specific to only the biological and physical sciences:

- Faculty in Letters & Science departments have lower rates of interdepartmental collaboration than faculty in other schools.
- Some faculty who collaborate outside their departments may not be receiving good mentoring and career advice for incorporating those collaborations into their research portfolios and tenure cases, possibly leading to a cessation of these collaborations.
- Current collaborators are significantly less likely to agree that they have adequate lab space; however, as this is not a complaint of those who have stopped collaborating, this may not be a limiting factor to collaboration for biological and physical scientists.
- Interdepartmental collaborators do appear to have issues regarding their work/life balance. Not only are they younger, more likely to report having school-aged children in their homes, and report more often having a spouse or partner in the labor force, but they also report significantly reduced levels of satisfaction with their work/life balance.

Findings specific to the social studies and arts & humanities faculty include:

- The College of Agricultural and Life Sciences, School of Nursing, and School of Human Ecology appear to have the

highest rates of interdepartmental collaboration.

- Interdepartmental collaborators in these disciplines tend to be more senior, tenured professors.
- Research/studio space may be a factor that limits participation in interdepartmental collaboration for faculty in these disciplines.

Some of the specific recommendations that emerge from this analysis include:

- The UW-Madison should continue its tradition of interdepartmental collaboration among faculty. Current collaborators are happier on most measures of satisfaction in the *2006 Study of Faculty Worklife* survey.
- More investigation of the environment that encourages/discourages interdepartmental collaboration in the College of Letters & Sciences may be warranted. Controlling for affiliation with L&S explains the discrepancy in current collaboration between faculty in the biological and physical sciences.
- The WID may wish to consider a mentoring program within the WID that would coach faculty, especially junior faculty, on how to use their interdepartmental collaborative work to enhance their research programs and therefore their personal careers at UW-Madison. In cases where this research is not well-accepted within the department, the WID might consider how to intervene.
- In order to attract and retain the highly productive and motivated individuals who engage in interdepartmental collaborations, the WID might consider ways that they can help to reduce the work/life conflicts of participating faculty.

- Increasing access to internal research funding through the WID should in itself encourage and maintain interdepartmental collaborative relationships.
- The question of the importance of lab space for faculty in different divisions needs more investigation.

The findings and conclusions expressed in this report are based on cross-sectional data, and thus no definitive causal inferences may be made. The recommendations in this report may therefore be somewhat speculative; however, they are submitted with good faith to the WID Steering Committee in an effort to assist in the design of the most productive interdisciplinary working environment possible.

*Report submitted to WID steering committee  
by Jennifer Sheridan, Research Director,  
Women in Science & Engineering  
Leadership Institute (WISELI)  
October 31, 2006*



**WISELI Research/Evaluation Report:**

O'Connell, Kathleen and Christine Maidl Pribbenow.

December 2006. "She's Got a Ticket to Ride:  
Strategies for Switching from Non-Tenure to Tenure-  
Track Position at UW-Madison."

She's Got a Ticket to Ride:  
Strategies for Switching from Non-tenure to a Tenure-track Position at UW-Madison

Kathleen O'Connell and Christine Maidl Pribbenow  
WISELI Evaluation Staff

December 3, 2006

**Internal Evaluation Report—Do Not Cite or Circulate**

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## Introduction

The following report summarizes the results of interviews with twelve faculty members and administrators who were intricately involved with two tenure-conversion cases at the University of Wisconsin-Madison (UW). The interviews were conducted on behalf of the Women in Science and Engineering Leadership Institute (WISELI), a research center that was created with funding from the National Science Foundation.<sup>1</sup> In the original grant proposal, the Principal Investigators, staff and the leadership team envisioned the campus as a living laboratory to promote gender equity for women in science and engineering by conducting “issue studies,” carrying out extensive research and evaluation, and by developing campus initiatives and programs. The following report documents the third and final issue study—an investigation of obstacles to tenure conversion for non-tenure track faculty and staff, and the identification of strategies to overcoming these obstacles.

There has been little reported in the literature about actual tenure-conversion circumstances, but there is emerging documentation showing a substantial increase in the proportion of faculty who hold full-time non-tenure track positions. During the 1980's, about 12% of full-time faculty held non-tenure-eligible positions, but by 1993 that figure had risen to approximately 27% (National Center for Education Statistics, 1993). More recently, institutions have increased the number of non-tenure track positions. Among senior faculty (those with more than seven years of experience), 16.5% of full-time individuals hold non-tenure track positions, while 33.2% of junior faculty (those with seven or fewer years of experience) are ineligible for tenure, indicating a significant change in the way faculty positions are created and filled (Chronister, Gansneder, Harper, & Baldwin, 1997; Finkelstein, Seal, & Schuster, 1998). Further, data from a number of sources indicate that full-time non-tenure-track positions are disproportionately being filled by women. From 1975 to 1985 the percentage of women on the tenure track rose from 18.3 to 20.7%, while the percentage of full-time non-tenure track women rose from 33.6 to 40.3% (American Association of University Professors, 1995). El-Khawas and Knopp (1996) noted that while 52% of institutions reported a net gain in women faculty from 1994-1995 to 1995-1996, only 48% reported an increase in tenured women in the same period.

The disproportionate growth in number and proportion of women among full-time non-tenure track faculty in most recent years has prompted concerns. Full-time non-tenure track faculty are “among the lowest paid and lowest in total earnings of full-time faculty” (AAUP, 1995, p.75), and they are likely to be clustered in the lowest faculty ranks. Often there are disparities in offer letters, terms of appointment, titles, salary, voting rights, administrative and secretarial support, laboratory space, physical location of offices, and eligibility for professional development programs. Differences in their positions are exacerbated by lack of career mobility paths and arbitrary rules and regulations regarding employment. Research and travel funds are usually unavailable and there is no systematic process for recognizing and evaluating their work. Consequently, there seems little hope for them to attain a tenure-track position, regardless of their accomplishments.

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<sup>1</sup> NSF SBE – 0123666, \$4.75 million provided from January 1, 2002 to December 31, 2006; the ADVANCE Program is subtitled “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers.”

Increasing financial and political pressures on institutions make it likely that there will be more, rather than fewer faculty hired who are ultimately ineligible for tenure (Harper, Baldwin, Gansneder, & Chronister, 2001). Because of this trend, institutions will need to create policies to address the changing structure of the professoriate. Currently, there are strategies that may be considered for those contemplating a career as a tenure-track faculty member that may enhance chances for securing such a position. It was the purpose of this investigation to discover obstacles to tenure track conversions experienced by non-tenure track faculty members and to identify strategies for overcoming those obstacles.

### **Case Methods**

In the spring of 2006, WISELI researchers approached the Executive Director of WISELI and requested contact information for women who had attempted tenure-track conversions at the UW in recent years. Ultimately, two females were identified and contacted regarding their willingness to participate in the investigation. One individual was originally hired at UW in 1979 in the College of Letters and Sciences in a non-faculty position, as a part-time lecturer. The other individual was hired in 1984 as an assistant scientist in the medical school. Upon their consent, these two individuals were selected for case study. One individual case was identified as an unsuccessful attempt and the other was identified as a successful attempt at a tenure track-conversion. The following research question guided the development and analysis of the case studies:

***What are the strategies that lead to a successful tenure-conversion attempt by a non-tenure track staff member at UW?***

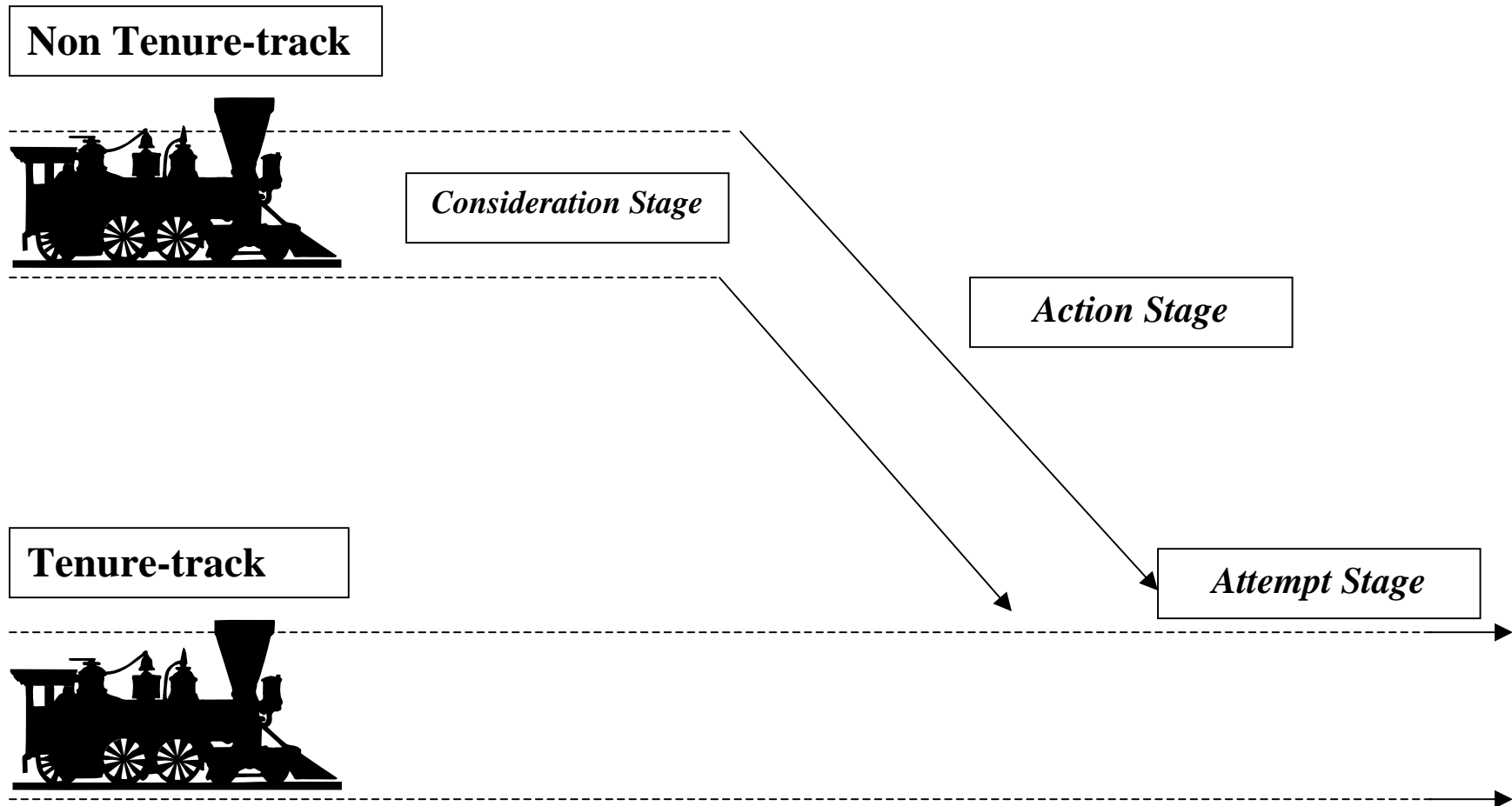
Collectively, there were twelve people<sup>2</sup> interviewed for the investigation. The two case individuals were interviewed and then, through snowball sampling techniques, were asked to identify individuals who were familiar with their cases. These individuals were contacted and asked to participate. The final group of interviewees included seven current UW-Madison faculty members and three administrators (four men; six women); along with the two women on whom the cases are based, Susan and Linda (full case study descriptions are found in Appendices A and B).

Each interview took between 60 and 90 minutes to conduct and was completed by the same researcher. All interviews were conducted in person and taped using recording equipment to capture both the interviewer and the interviewee (interview protocols are found in Appendices C and D). The resulting tapes were transcribed; these transcripts were coded and analyzed using ATLAS.ti, a qualitative data analysis software program. During the process of analyzing the data, the researcher identified a number of common themes identified by the interviewees. Once analyzed, the researcher utilized member checks with each of the cases to verify the accuracy of the identified themes. These themes are categorized into the fifteen strategies described below, and can be further understood in the context of the process of converting tracks (see Figure 1). When this process is broken down further, three stages emerge—Consideration, Action, and Attempt.

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<sup>2</sup> Pseudonyms are used throughout this report to ensure anonymity of the interviewees.

Figure 1: The Process of Conversion from a Non tenure-track to a Tenure-track Position



## Stages and Strategies for Switching Tracks

The goal of this study was to identify strategies in overcoming obstacles that may be present during the process of a staff member converting to a tenure-track position, either successfully or unsuccessfully. By using case study research methods about two women at UW-Madison, the following fifteen strategies emerged. These strategies can be further understood within the process of a conversion, the stages of which include *Consideration*, *Action*, and *Attempt*.

### ***Consideration Stage***

Most of the interviewees acknowledged that the best advice they can give is to make sure an individual is on the correct career track early. Ensuring this is ultimately easier than attempting a track switch later in their career. There will be circumstances, however, in which a professional staff member wishes to convert tracks; and in these instances, the earlier they attempt, the easier it may be. This may enable them to begin using some of the following strategies during the Consideration stage.

#### **Strategy 1: Get on the Right Track Early**

Gary, an administrator, discusses early career considerations and how pursuing a Ph.D. program may actually limit options for individuals, rather than enhance them:

*In some ways you should examine it before you get into a Ph.D. program. Of course every year that you're in it, you are a little more deeply enmeshed... You do well in school and then you go on to graduate school—all along the line, you're sort of given this impression that you're opening your options, then suddenly you realize as you're getting the Ph.D.—'WHOA! We haven't opened any options here!'*

He talks further about early career considerations for young academicians and the infrequency of tenure conversion:

*So first of all, it's pretty infrequent. In the eight years that I've been in the college, I'd say either directly or just indirectly in the college, there have been maybe no more than three or four. When people get onto the tenure track it's pretty much right out of their Ph.D. program or within a couple of years. And so it means that you're into this combination of research/teaching mode that is both a straightjacket, as well as a career path that allows you to focus on your scholarship area. And so, if focusing on one very narrow part of your discipline is your passion, then what greater freedom can you want, but a tenure track line? But the reason I call it a straightjacket as well, is that really if you deviate from that fairly narrow scholarship path, there's all kinds of controls that really tell you not to do that—the reward system in terms of promotions and merit, and so in the conversion cases, I think they're so infrequent because there tend to be different career tracks within academia.*

He elaborates on the concept of 'tenure as straightjacket':

*If you really have that passion for single-mindedly pursuing your scholarship area then being in a tenure track position gives you the resources to do that, because there are no*

*other expectations other than meeting your classes. But, if you are one of these people that would feel constrained by such a focus, then I would argue that tenure's not really the path, the career of fulfillment. And I think that in some of the cases that have come up, there is a perceived hierarchy between the tenured faculty and those who are very important in research or teaching functions in the academic staff. But as I said, there comes with the tenure track, this straightjacket that isn't what everybody wants. So again, it's two different career paths in academia.*

These differences would ideally be explained early in one's career and would be the result of experienced and intentional mentoring. Gary, however, explains how the early socialization process influences career guidance and may be the result of an advisor's needs:

*So one of the thoughts that comes to my mind is that faculty advisors invariably want to see you go into a tenure track position; partly because one's own worth and value as a scholar are reflected by whether your students are able to push your scholarship agenda... There is always the desire to see the graduates of the program go out and replicate oneself. And the Ph.D. is such an apprenticeship style of program that just by being in it, you've pretty much cast your lot. I think this is one reason why there's this, at least in certain fields, there's a bias, that if you don't go into a tenure track job that you've failed.*

Sometimes young academicians are not familiar with differing tracks and what they mean in regard to their long-term careers. This confusion can be compounded if they apply and are hired into a position that is the wrong track for them professionally. Clearly, this is important for an individual to understand prior to negotiating a contract; but interviewees also noted that it is inherent on administrators, such as department chairs, to ensure that they understand the long-term consequences of a particular path. Samantha emphasizes this as she discusses one of the cases:

*How do you know? I mean you're so junior, you don't really know the different titles – a Scientist, that sounds good, or Lecturer you know they all sound good and you really don't know the huge difference it's going to make twenty years from now if you go on an academic staff or a faculty track. You're clueless if nobody mentors you.*

Once hired, new faculty members are provided mentors who are senior faculty. Academic staff members, however, are not mentored in the same fashion and not as early as those hired into faculty positions. Jane explains:

*If an individual is considering a track change, they need better and good mentoring and earlier in their position. Advice needs to be provided early on. So in that sense it's hard to see how an academic staff's case relates to the same issues that one would have if a woman were coming up for tenure decisions having been an assistant professor for five or six years and had gotten mentoring for that particular kind of position. Academic staff don't get mentoring like early track faculty.*



It is very difficult for individuals who have been hired as academic staff to perform their job duties and also meet the rigors required of assembling the credentials for a tenure package. Susan shares her experience and the difficulty of simultaneously attempting to perform her job duties and fulfill tenure requirements:

*I was extremely busy at the time. I was teaching a course as an overload. I was teaching my regular kind of context course. I was teaching other courses. I was trying to do all the things I usually do and also engage in this tenure thing.*

Richard, an administrator, discusses the difficulty of attempting the conversion when the responsibilities of the tracks are quite different. He also raises the issue of how one may be competing with others who do not have similar academic staff constraints:

*Well you know it's a tough jump from academic staff into a faculty position because the duties are quite different. If you have done things that represent clear new directions and you have established national and international credentials for doing that, well then it can happen. But that's tough to do as an academic staff person because that's not been your focus. That's not really part of your job, but determined people still manage to have that happen. But you're competing with the question of bringing in somebody from the outside who's been a faculty member and give them tenure at this place and they've been working really hard as well, but they've been working from a faculty member's point of view*

It is important for administrators to recognize that some individuals hired within their departments may desire to switch tracks at some point in their future, depending upon emerging personal and professional goals. In these circumstances, accommodations or adjustments may need to be made in their responsibilities so that they can begin to address the necessary components for tenure conversion.

#### Strategy 2: Address Isolation

It became evident throughout the interviews that isolation is continually a struggle, and a particularly difficult experience for women who may not have expected it. Some may not recognize when it is occurring or consequently know how to deal with it once it surfaces. Unfortunately, as Fred shares, many talented people leave due to circumstances of isolation in their environment:

*A good friend of mine, who's a woman, left here a couple of years ago after training in some terrific places on the East Coast. She spent some years being both a clinician and working in the lab of a well-known person. So she came here superbly trained as a scientist. She was given reasonable resources when she got here in terms of infrastructure – a decent lab and so forth and some money to hire a technician. She came from working in an environment in a sort of communal lab with ten, fifteen people to working entirely by herself. Complete failure. I mean her environment changed in a dramatic, dramatic way and nobody thought about getting in there and helping her. So she'd sit in her office kind of wringing her hands and just not knowing what to do and what had become...It's just an example of how contexts change and there are other*

*people who flourish working by themselves and that's fine, but there was no thoughtfulness about how she needed to work and what she needed to be successful. And I think it's a terrible waste. And so she wound up going to a strictly clinical practice in another city and it was a terrible waste of a talent and a terrible waste of time on her part...I mean doing science by yourself, unless you're the kind of person who really wants to do science by themselves – you know most of us are more social than that – is a very hard thing to do.*

And while some administrators may work to offset isolation, others may contribute to a lack of integration. Many of the interviewees offered advice, essentially encouraging people to make a conscious effort to reduce isolation. Margaret suggests the following:

*I guess what I would say is that if you are a person who is somehow underrepresented in the context of your department, so if you are a women in a department where there aren't very many women or an underrepresented minority in a department where there aren't very many underrepresented minorities or whatever; it is very easy to fall into the trap of saying, 'I am not well integrated because I am different.' And you may have to make more of an effort to integrate, but in the end you've got to do it. Because the cost of not doing it is too high. And however you do it, it doesn't really matter, but I think you have to become integrated. And the best way to do that is to identify what it is that you care about in the context of the department, and then do your part...be a good citizen of the department and get to know people.*

When discussing her experience, Linda described feelings of isolation within the department and the absence of others to exchange ideas with:

*Do you know that I'm the only Ph.D. woman, tenured professor in [this department], which is the largest department? So right there, that was a feeling of 'Gee, recognition, satisfaction, I did that'...but, I'll tell you what, it's like the loneliest place in my life...there's no one else. Fortunately, I have colleagues who I feel support me, but there's no person equal to me in terms of my status in the department that we can say 'oh, here's some issues for this position and this situation.' You're not at all strengthened by camaraderie or partnership or equal partnership. You have no one else to voice with you, on that same level. It's an interesting place to be.*

She further explained the unfortunate gap between the passion she feels for her research and the accompanying isolation:

*It's all that sustained me professionally. I love doing research! I love finding out new information! I love not proving my own hypotheses and getting some surprise that I have to work with, and move in new directions! It's just the biggest kick and so, my work really makes me feel good, but I've been quite isolated in that role.*

Susan shares similar frustration with departmental isolation and actively sought out alternative places where she receives encouragement and support.

*So what keeps me going? It's buddies in other places and it's some wonderful people on campus. I can't count on one hand the number of those who are faculty in this department. [They] don't seem to either want me in their sandbox or playing with their toys in their sandbox. They say—one man, one sandbox.*

Fred, now an administrator, shares that it was ultimately isolation that drove him out of research and believes that isolation is not a situation known only to women:

*Middle aged white men are [isolated]... I see it as a more generic blindness or problem than for women—I think we treat our men just as badly, if not almost as badly.*

Individuals in departments need to courageously find ways to break out of their isolation; no matter how difficult circumstances may appear. Administrators, however, can work wonders by purposely giving attention to their departmental climate and designing intentional strategies to integrate and bring faculty together.

### Strategy 3: 'Act' Like a Faculty Member

Many beginning academics enter the university without much understanding of how *things* work, especially in regard to achieving tenure. They are expected to learn the rules of the game without receiving much, if any, guidance or assistance. Further, while new faculty attempt to learn the rules of the game, they are expected to do so while *fitting in*. Figuring out how to *act* is an important strategy that enhances the outcome for successfully achieving tenure as a faculty member, and perhaps a conversion as a staff member. Margaret shares her thoughts:

*If you want to be a faculty member, you have to act like a faculty member. So you have to figure out what that looks like.*

Samantha further states:

*Well, you have to understand we don't just give faculty positions to people because they're nice...They have to do all this stuff to look like faculty.*

Being a tenured faculty member requires extensive research and publications, particularly in the sciences. For individuals seeking a conversion, discovering early the kind of research your department has defined as appropriate is key; and in regard to publishing, the questions of how much and where are essential.

When asked, the interviewees noted that to achieve tenure the individual needed to demonstrate the capacity to produce new directions in research; and publish scholarly reports that identified these new pathways. Research regarding *teaching* is held to the same threshold; new pathways must be being demonstrated and publishable. Publications must be accepted in peer-reviewed journals; and it should be noted that it is not merely the quantity of publications that is important, the prestige of the publication sites are also scrutinized.

Gary, an administrator, shares:

*Well one thing I appreciate about the University of Wisconsin is the expectation here is for scholarship. We don't measure your worthiness just based on the number of dollars that you bring in. Now, that may be splitting a pretty fine hair because there are a lot of fields where you can't possibly be successful in your scholarship unless you're able to raise the funds to pursue it. But nonetheless, our emphasis is on the scholarship. And yes, it's not good enough to just know it for yourself, you have to be willing to tell the world. You have to have publications. And publications are the coin of the realm in terms of [tenure] - peer-reviewed publications for demonstrating your value as a scholar.*

Margaret shares her perspective on the importance of research for tenure conversion from her experience as a sitting member on a divisional tenure committee:

*I have sat on the divisional committee through several conversions, successful conversions. But what characterized those as successful conversions, and I think what would characterize a successful conversion in our department, was a very significant research enterprise, independent research enterprise and that's not to say that it couldn't be about education, but it would need to be similar to the kinds of records that I've seen.*

Even though faculty members are required to do research, as well as teach, the interviewees often discussed the importance given to each. In other words, individuals hired as academic staff may find a considerable amount of their time spent in teaching, as opposed to research. Is it acceptable then, for exceptional teaching to circumvent the traditional requirements of research? The departmental faculty and administrators interviewed for the study felt strongly that it does not. Margaret summarizes the sentiment expressed by most:

*This is a department that takes its teaching mission extremely seriously. And I have been extraordinarily impressed with the department in terms of how seriously it does take its teaching mission. That being said, we are a department where even our [ ] education faculty do not get tenure just on the basis of their teaching. So what I would say is it's not that teaching is more valued over research, but we're a department where you're never going to get tenure just for teaching. So you can be stellar; many of our faculty have stellar evaluations and lots of them have won teaching awards. So that's not sufficient, you know that's just expected.*

It appears that some staff members spend valuable time and effort conducting research that will ultimately not be held in esteem by their departments. This holds true for publications, as well. Research and publishing are integral, if not *the* integral, aspects in “acting” like a faculty member. Many departments do not have well-articulated standards about research and publications, yet individuals are evaluated based on these subjective expectations. It is helpful if the department has reached consensus about these expectations so that they can share these with faculty and staff members alike. This would help not only those attempting conversion, but also newly hired faculty.

#### Strategy 4: Prioritize Time and Energy

The interviewees frequently talked about the ever-increasing demands placed upon them and the importance of prioritizing one's time and concentrating on the things that *count*. For example, several of the interviewees felt that during the course of a week, they had been asked to do things that did not necessarily contribute to meeting the requirements of their tenure package. This is particularly true for those attempting a tenure conversion. The interviewees suggested that all junior faculty aspiring for tenure downplay their commitments to things that *don't count*. However, doing this may be particularly difficult for those who are juggling responsibilities that do not lend themselves to conducting research and publishing.

Margaret, a faculty member, describes the conflict between being invited to present at seminars and the push to publish:

*I can sometimes fall into this trap myself, as you get called on to do a lot of workshops and things like this that don't count. And the reason they don't count, I mean they count – I always have to go out and give talks about my [discipline]—but giving a talk is not the same as publishing an article.*

Tom summarizes the importance of knowing what *counts* toward tenure and being able to realistically prioritize one's time:

*To be successful, is to know what work you need to get done and get it done... realistic goals of what you can get done in what time period.*

Essentially, spending too much time on the things that don't count, at the expense of things that do, can affect the outcome of tenure or a tenure track conversion. As mentioned previously, integral components of the tenure requirements are research and publications, and as discussed in the next section, funding to support one's research.

#### Strategy 5: Secure and Maintain Funding

Securing and maintaining external funding has become increasingly critical in the requirement for tenure. As in the case of publishing, the prestige of the funding agency and the amount of the funding play a role in the significance it is afforded. Higher profile institutes and agencies, as well as higher dollar awards, are viewed more favorably by those evaluating tenure proposals.

Linda discussed her early focus on securing grant funding and how that, combined with her research and publications, helped to secure her successful tenure track conversion.

*I had been NIH funded my whole career, so I used the NIH ladders since the day I got my post doc, from the NIH, well the day I got my dissertation I think I'd already written a post doc application knowing that's where I wanted to be funded by. Then I got a new investigator award, then I got an RO1, so I was going up the NIH ladder, which to me indicated...that's the tenure track. And I also was getting [ ] grants, so I was successful in research. I was paving new ground, I knew that.*

She met and exceeded the tenure criteria and when considered for the conversion, an administrator shared this statement:

*She's an example of somebody who, just kind of laid it down. I mean she had a successful track record of funding and published research and I think if you go to the divisional committee with that, no matter where you're coming from... It's getting there – that's the problem.*

Of interest here is that Linda was initially placed in an academic staff track and had to request her own track conversion. As discussed previously, this confirms the importance of administrators recognizing and placing people in the appropriate track initially.

#### Strategy 6: Learn What Your Colleagues are Doing

It is important for those considering tenure or a track conversion to know how other colleagues within their department are performing, especially if they have been successfully tenured, to enable the individual to understand and meet similar standards. This can be difficult however, given the isolated nature of academic work. Margaret describes this:

*I know from my observations of the divisional committee that we are really one of the very best [ ] departments on campus and we do a really, really good job of doing really, really great things. And although it's hard for me – I mean so I have learned, I do things to try to find out what are my colleagues doing. You know, we don't publicize this in the department, but like what's our level of – what's other people's level of funding? What's other people's publications rate? How many talks are they giving a year? What are they getting invited to do? So you get a sense of what you need to be doing because you want to be – I mean we want the department to be great and so you want it – every person needs to contribute at their own level.*

She further shares:

*Knowing what I know about the tenure process here and how we do tenure evaluations in general, both at the [ ] divisional level and the department, I have found it hard to be able to compare myself to my colleagues and know whether I'm performing at the level that I'm expected to. And that's because we don't publicize a lot of information about what we do. I actually think that's a mistake and that there are ways to publicize things in general ways, so that people have a sense of how they measure up in the department. I say that in part because I'm also a member of another department that has an interesting way of doing that and essentially setting it's own standards, and then also always working to try to improve. Our department sets an extraordinarily high standard for itself.*

Sarah echoed Margaret's thoughts and emphasized the importance of understanding what your colleagues are doing and what departmental expectations are:

*I think it's really important to find out about what your department, you know sort of what the history of the department is – have they done this before? How much experience do they have putting up people for tenure? What do your faculty look like? What is the*

*faculty doing and what does it mean to be a faculty member? It's really hard to find out from the outside but you've got to find that out because the individual who wants to go through this process has to have a sense of what's going to be expected of them on the other side too. So you know if I haven't taught, maybe I should. Maybe I should ask for an opportunity to teach because if I don't, I've not got any teaching record. You know, have somebody look over my publication record. Is this a publication record that looks like its tenureable? You've got to do these and you have to ask – you have to ask people – you have to find people who you can ask honestly.*

Each department will have its own criteria and standards for performance and evaluation; hopefully, these will be documented to minimize subjectivity. The individual considering tenure or a track conversion needs to evaluate how they are performing relative to the rest of the faculty with whom they will be compared.

### ***Action Stage***

Once a staff member has considered the previous suggestions and makes the decision to attempt converting to a tenured position, the following strategies may be useful.

#### **Strategy 7: Transfer National Recognition to Local Respect**

National recognition may inherently come as a result of paving new paths in research and is consequently important in tenure and track conversions. Once this recognition is achieved, however, it does not always guarantee respect locally. As we discovered from one of the cases, though she had achieved national recognition in her discipline, the tenure conversion attempt was not successful departmentally. It appears that national recognition is necessary to ensure tenure, but it alone is not sufficient.

Fred, an administrator, talks about the importance of national recognition, which is essential in new research and ultimately tenure:

*In order to be successful on the tenure track and as a scientist, you almost have to get to that national level of prominence and recognition.*

Why then, is it that once national recognition is achieved, it may still not be rewarded locally? Linda, although ultimately successful in her conversion, shares the following:

*I was recognized nationally as a leader in my clinical research, but I was not valued locally at all. And so perhaps it was that national recognition, and I don't know what other words to use. There were an awful lot of opportunities offered to me at the national level, that I thought well something different ought to be happening locally.*

Interestingly, why is it that Linda is recognized nationally as a leader in her research, but labeled trouble here at home? She states:

*And there's a lot of reward like I said in some of the things I do, but really a lot of the reward is also at the national level...it's being awarded another grant by the [ ] or by the NIH or being invited to come speak at the NIH. You know, speaking at state meetings*

*now is nothing. I turn them down all the time. So, the kicks that keep you in there change and as you become more successful, they satisfy you at a different level. But locally, I have been made to feel that I'm a problem. I don't feel that I've earned that or warranted it. You have to over analyze, you have to act very judiciously because I view myself as labeled as trouble locally.*

If individuals within departments are recognized nationally, and in many instances internationally, for their groundbreaking research, why are they not recognized locally within their departments through promotion and reward and even sometimes labeled as trouble? This is an important question for administrative consideration because for faculty to successfully become tenured or make the track conversion, their national recognition must be acknowledged and translated to local rewards.

#### Strategy 8: Align Champions From Within and Outside the Department

Aligning champions from within and outside of the department is crucial when considering tenure or a tenure-track conversion. Once national recognition has been established, people at this level may be beneficial in advocating on one's behalf. For instance, they may be asked to write external letters as an important part of the tenure package. However necessary and supportive champions outside of the department are, it is the support from within the department that will ultimately determine one's success. Those within the department are the individuals who will ultimately decide whether the request will proceed further to the divisional committee level.

There are occasions, unfortunately, when internal champions cannot be found. In these instances, it may be necessary to seek assistance from people outside of the immediate department. Linda shares her experience:

*For me, I had to go outside my line of command to get what I thought was justice. So, in doing that, it doesn't get easier because it's not your line of command that's putting you forward, as their idea.*

Tom shares how he struggled with whether to seek outside help or not, and how that ultimately influenced his final decision:

*If I would have used [person outside of the department] and his influence, and taken it with him to the department or bypassed the department and demand the school to look at this, I guess that would have pretty much sealed my fate as a true maverick, and I would have had probably even less rapport with the faculty than I would have been pissing them off to begin with. And I was trying to choose the path of least resistance. They don't want to hear the truth, but then going above and beyond them and going behind their backs, I guess that's where I chose the battle. So I just chose to not pursue it I guess.*

It is also important to note that departments in these situations do not care for interference or to be dictated to from outside the unit. Richard, a department chair, illustrates this point when discussing help from external sources:



*But in terms of getting the department to do it, I think that it was not helpful in the sense that if people within the department feel that this was being done because someone else wanted us to do it, that really would have turned some people off. If anything, I think it would have had a negative role to play within the department. I guess I was clear that that would have been the case.*

He continues:

*The fact of the matter is in the context of my department, no amount of external pressure from anywhere is going to have any influence, and it was something that needed to be considered internally. Champions outside the department – those are useful, but in the end, the ultimate decision-making comes from the department.*

Linda proposes another consideration in aligning champions, relative not only to tenure-conversions, but in overall institutional transformation. Given that a large percentage of men comprise departmental numbers, and consequently leadership within those departments, it is imperative to align champions in ‘multi-gender teams:’

*We have to view ourselves as multi-gender teams, men and women who will take this on together. I always say, it’s not going to change by just making committees or institutes or research centers of women. You need to have the men at the table. You have to have men doing all the jobs too, because when men and women share it, then we’ll make the change. And I think there are some out there who are more willing than they used to be. I don’t know what the incentives are because we are really talking about a cultural shift.*

#### Strategy 9: Identify Mentors

The strategy of establishing a mentoring and support network seems apparent and is important surrounding issues of tenure-conversion; but like most strategies discussed, is helpful in many other professional circumstances. When considering this strategy, however, is that one may need to actively seek out their mentors and surround themselves with those who can provide guidance.

Fred, an administrator, feels that mentoring is really the best predictor of success in this environment:

*You know almost everybody who walks through the door I think has the intellectual horsepower to be successful in almost anything they choose. You have to. If you think about it these are bugs who have been challenged all their lives and certainly there are people who are geniuses, and some who are just kind of regular smart, but I think almost everybody has the ability to be successful in almost anything they choose to do. So much of this has to do with first predilection; you know, is research something that somebody’s aspired to forever? But I think most importantly in all this stuff is role modeling and mentoring. And I think that that’s far, far in a way the most important determinant of success.*

Most of the women interviewed discussed the importance of having several mentors, including both women and men. Having a woman role model administratively, who had moved along the

system and paved the way in a university was important, but rare. Having mentors locally was something that was desired, but not always present in their daily lives. They discussed the importance of choosing mentors carefully, as Linda shares below:

*Definitely have several mentors. Choose carefully. Choose several mentors, men and women. I think that's really important. I had few and I had none here locally. So, I think surrounding yourself with people that you will view as mentors and that they will view themselves as your mentors and facilitators is very important.*

Linda also talks about the inspiring messages that mentors affirm:

*Having a woman role model, who I think was moved along the system okay, but I think saw people who weren't, and really was an activist, was important. I lost my mom, you know, twenty years ago, so you find people to fill different roles for you. And so my mentor became extremely important to me and kept confirming what my mother said, which was 'anything you want to do, you can do.' But there I saw a woman, a professional woman, my mentor, trying to pave a road in a university to do that. Yeah, so that was a big influence.*

It is important to note, however, that the mentor that Linda describes here was not at the UW. This particular mentor guided her through her graduate training prior to being hired, and disappointedly, Linda shared that she did not have a mentor until well into her second decade at the UW.

Richard discusses varying mentoring structures and his questions give rise to the notion of differing models of mentoring and promotion. This is an important issue for administrators to address, especially with staff who may have an interest in a future track conversion:

*And so questions of things like mentoring, what kind of mentoring structure was there for the person? Did the person's mentoring focus on them as an academic staff person rather than developing them as a faculty member?*

Linda lends to the conversation another issue related to mentoring. She addresses the importance of women helping and mentoring other women:

*You see a lot of cutthroat stuff now among women, which is really the saddest thing ever. The saddest thing of all! Oh yeah, they get jealous of each other. That's sick. I think some of us allow ourselves to be used by the men. I don't know how conscious it is, but I see women do the men's bidding for them. And that's a way they get ahead. Remember I said people are moved ahead for doing what needs to be done, even if it's not something excellent. So the men who are in administrative roles now, I think will manipulate women to get certain things done that they need to get done. And the women will do it and it may not be very good for other women. I see that a lot. And that's something that I think we need to talk more about as women professionals, when we succeed, to help women recognize the challenges. Women don't accept the issues at a young age in their career.*

*They want to deny it, but how to do this is interesting. How to get to women at the right stage of their career to help them not get into the hole...to have to get out of?*

In addition to mentoring, support from family and friends plays a prominent role in not only the day to day challenges of work, but as Linda describes here, tackling the inequities and injustices in the environment:

*The other thing is I come from a family...my husband... he has always been so supportive of what I do, and he thinks my career is remarkable. So I think, and he always thought that, not only would he support me, but that perhaps there was an injustice happening, as well. So that support at home was awfully important. And the third thing is that my parents always said to me 'whatever you want to do, you can do. You know the sky is the limit.' And I bought it. And it became astounding to me when I was here, that it was being questioned, because I was doing what I wanted to do, but it didn't feel quite in line with what I saw other people accessing in terms of opportunities in position...*

She continues:

*And I do have to say the underpinnings at home are so important to success at work. They are...and it sounds like such a female thing but it's not...what have males been doing for years? They've had support at home...well the same things holds for women. And you know, gosh, what he puts up with I can't even begin to tell you.*

Linda also describes the importance of confronting the injustices presently in the environment so that the future will be a more hospitable place for young women 'coming up' within academic systems. Her drive for justice encompasses making the climate equitable for the women around her and the young women that will come after her.

#### Strategy 10: Seek Out Administrative Support and Guidance

Obtaining administrative guidance and support is integral in seeking tenure and tenure-track conversion. Ideally, one hopes to have an administrator who is savvy in departmental politics and policy and can act as an advocate for the track conversion. However, it is important to know administratively who is an advocate and who is willing to help in the quest for a track change. Unfortunately, not everyone may be supportive; as Susan shares from a conversation with her department chair:

*I tried unsuccessfully on my own too when [ ] was chair, saying, 'I'd like to be a faculty member'. He says to me 'Why would you want to be that?' And it seemed to be a stupid question. It forced me to articulate and I think the metaphor I used with him was like it was trying to work with one hand tied behind my back. He said 'Let me do a little probe experiment.' And by probe experiment, he went out and he asked 10 of his buddies in the department and then he came back and reported and he said 'it's pretty clear that they're going to turn it down. So rather than put you through it, let's not do it. I've already gotten the answer.'*

For administrators, it is important to consider a tenure conversion for certain staff members as a way to support their professional development. Though this may be a rare circumstance, it is important to recognize it as a viable option for certain individuals within the department. It is also important to understand that, at times, upper level administrators may be in favor of promoting tenure conversions and offer resources such as start-up packages and additional commitments that might normally be offered to faculty recruited from elsewhere. But again, difficulty may arise at the departmental level, which may not ultimately support the conversion. Consequently, it is important to cultivate relationships at the local departmental and administrative levels.

Sarah offers:

*We have to be offering guidelines to their mentors, their department chairs, their friends, their whatevers – deans, sometimes deans are supportive of this kind of thing and the departments aren't, and the dean can kind of navigate if he or she has some ideas and guidelines. Because it just shouldn't always fall to women to promote themselves and so it would be nice if it affected a few administrators or just faculty who could lead the charge.*

Sarah provides additional insight regarding the importance of the strength of the departmental chair and the overall climate in regard to the support of a tenure conversion.

*Look at the ones that have been successful and get a sense of one thing—the strength of the chair. My guess is that's the most important variable in success; and then, the overall climate in the department for women and for everything else, just the collegiality of the group. So I guess that's what I would be looking for is the sort of turn keys that made the difference and my bet is it's not about the women. It's the context that they're in that determines success. I guess using the information carefully about previous experiences the department has had with the same kind of thing. So I think looking for cues from the past, which of course you don't want to damn a department forever because of certain decisions they've made. Every case is different. But my guess is that the past is more of a predictor of the future than some of us have naively noted.*

Linda shares her thoughts on the importance of communicating with and helping administrators understand what staff and faculty experiences are and have been like:

*I'm starting to understand, I think, I used to think the men, all men, who are in the control positions were actively preventing movement upward for women. Now I think there's a subgroup of men in control positions who are good; who are just recognizing that they can help the problem. So, my hope is that it will become less adversarial. It's been very 'we/them.' And I'm getting a sense from my continued movement that if you can identify some people in the administrative positions and open their minds, that's a better way to change.*

She continues:

*Or that we can influence them to be willing to help. I don't think there are many men who are just there willing to help. I think we're getting a little bit better. My understanding of the situation is maturing to the point that I'm realizing...they need to be more informed about what's really going on...they didn't even know...when my new department chair who came into being last July heard about some of my circumstances, he just said to me, "What?" You know, like, had no idea some things that had been happening. So, instead of seeing everything as black and white, I'm hopeful, that we can teach some of these people in administrative positions what they need to do to advocate for us. They didn't know the issues, I think, or how bad it was.*

As an administrator, Fred speaks about the ultimate importance of paying attention to these issues of climate and setting people up for success within their environment.

*We're not Machiavellian about it; that is, we're not cunning about this. We just don't get it, I mean we don't understand how important it is for people to come here and be placed in an environment that is helpful to them and this is very variable. I think that there are leaders who do a wonderful job of this. So it's really a local phenomenon I think and unfortunately probably at the local level we're more unsuccessful than successful, but there are certainly exceptions to this thing where local leader section heads, division heads or chairs who do a great job of cultivating young people and I think the results actually speak for themselves.*

### ***Attempt Stage***

Once an individual decides that they would like to be considered for a tenure conversion, the following strategies may help them successfully attempt this endeavor.

#### **Strategy 11: Maintain the Highest Professional Standards**

This strategy appears straightforward, but in the words of the interviewees, it is *critical*. Linda describes her perspective on being really good at what one does and the drive and passion to do so:

*I think you have to be really good at what you do and you have to do it better than men and you have to be more committed. I think everything has to be at a different level than normal— women need to go at things at some sort of average or better than average level. But there are some that are really driven. I think I'm one of them. So that kind of commitment and passion about not only my science and my clinical work and my contributions, I definitely had that all along, as well as the passion also of justice. It's about justice.*

Tom, Linda's colleague, shares these observations about her success:

*I guess the parallel is she's also someone that I should consider...I was going to say who gives a shit. I mean she really cares about what she does, she cares about the project, she cares about the people she works with, she cares about the patients, she's engaged and asked to see those people and asked to work on these projects and perhaps that's what*

*gets her in difficulties, she actually gives a shit. And her progress over the years, high intensity, bulldogged determination, extremely high end, cutting edge, everything that I can see – led to her success.*

Sometimes however, as Samantha points out, this can serve as a detriment for women with the people that surround them:

*Well you know it's almost like every stereotype – you will hear people say she is difficult to work with. And you know why they'll say that, I think because she has extraordinarily high standards and she's unimpeachable. I mean she has very high standards and she's a woman, so she's not easy to work with. If she was a man, nobody would think twice – if she was a man they would say 'wonderful'. Yeah, they'd say, 'he is a great researcher- oh yeah, he's renowned.' That would be the sound bite, rather than 'oh yeah he's difficult to work with.'*

Sarah offers another perspective on how being exemplary can sometimes work against women:

*I sometimes think that the women in the middle do the best in this environment because the women at the bottom get chewed up. You know there's just no tolerance for really bad research from women even though we have plenty of bad researchers who are men. And the women at the top, the stars are really threatening and they hit a glass ceiling sooner than women in the middle because the things that would by fairness go to them, are things that are being essentially taken away from men and I think that's very hard for this environment to do – to give raises to women when it's a zero sum game and that means that there's a man who's not getting that money, giving space to the most successful women – men look like gluttons all the time without space. When women start looking like gluttons, it's not seen as very becoming for instance, it's seen as piggy and aggressive and needy and all sorts of things. Whereas the man it's 'Wow doesn't he have a lot of grant money?' So I think those characteristics have to be very carefully calibrated and I'm not sure the stars are the ones that have them calibrated. It may be more people in the middle. On the other hand, we all say you have to be able to do things a lot better than the men to get the same credit for it, so of course it does help to be really good in that set of standards. But there are definitely situations where it doesn't work to be the best for women.*

#### Strategy 12: Be Vocal about Individual Accomplishments and Professional Goals

This strategy is important because, as mentioned previously, the rules of the game are not always apparent and may need to be discovered. To this end, one may need to be assertive about uncovering the rules such as understanding departmental policy, differences between tracks, and the workings of salary negotiations. This strategy also entails the individual being comfortable with making their accomplishments known, as long as they meet the standards of the department. Margaret describes:

*I think that the department would be willing to promote someone or convert someone they felt had risen to the standards of the department. They could be blue, white, purple or*

*pink. They're going to set a certain set of standards and expect people to meet those standards.*

Often individuals will need to be assertive about initiating their own track switch, particularly if they do not have a proactive administrator. Linda shares her experience:

*I think in my circumstance, and perhaps everybody is different, the track switch idea was something that I initiated. I don't know if it usually comes from others or from the faculty member themselves, and in that alone, you're potentially rocking a boat because nobody is offering you a track switch. So you're asking for something...again, I don't know how most people track switch, but I went from [academic staff] to tenure track, which feels like you're asking for something pretty substantial. Now I felt extremely justified in asking for it, I had no doubt that I was going to be awarded a tenure track status given my track record. But just the fact that you have to ask does something to you psychologically, that the supervisor, whoever that is or the person above you, isn't recognizing that your work is worthy of that. So I can't even imagine making that track switch, asking for that and then have it not work out...that would be very debilitating.*

Linda, unfortunately, shares that there were people in her same department that were making that switch that were not needing to ask:

*Yeah, I heard section heads saying 'Oh, we're going to try and move so-n-so to tenure track now, occasionally I'd hear that. They were all men...male section heads...male faculty. I didn't necessarily have a willing Chair and section heads saying 'ah yeah, you're so right, let's do this.' So, it doesn't get easier or it didn't, I can only speak for my case because when you go through, as a woman, like I said, I watched men putting men up to go into new tracks. It didn't seem that they had to work hard to instigate that thought into their supervisor's head.*

Gary, an administrator in another college, appeared to verify Linda's assertion as he discussed several males within his college that were accelerated for track change without much, if any, prodding from the actual individual. He indicated that these individuals were "pushed" into tenure track from their academic staff positions. Their accomplishments, like Linda's, included groundbreaking research and securing multi-million dollar grants. The only instance of a female being granted tenure conversion, which he cited, resulted as part of a dual-hire package in which a department wanted to keep the husband.

Finally, though this may be difficult unless the individual has had mentoring previously, one needs to be assertive in negotiating the appropriate track at the outset, regardless of what the supervising administrator may suggest. This may mean seeking out information and talking with respected others up front, but the time and energy invested in understanding these differences and their long-term consequences is academically and financially prudent. Almost everyone interviewed confessed their lack of understanding regarding these issues when initially hired. In retrospect, collectively their advice was to find out track information at the outset of new employment. Samantha refers to Linda's situation in the following and illustrates the importance of knowing about track placements early and upfront:

*And when she was put on an academic staff appointment, I really didn't get the huge difference. And I remember right away she was kind of asking 'well why would I be on academic staff track, I'm a researcher.' And I remember [her supervisor] said 'well it was easier to do and we didn't have to do an open recruitment. It was just easier and we'll think about tenure in the future'. So she stayed on academic staff track for a number of years and I don't think she was ever quite happy with it. I remember when she was nominated by our chair for one of these academic staff research awards – the chancellor's research award- and the chair called her up and said 'I really want to nominate you for this award.' And she said 'I don't want to be nominated for that award. I want to be tenure track with a faculty appointment. That's just a bone you're handing me.'*

### Strategy 13: Be Persistent

Once the decision to switch tracks is made, the interviewees used many adjectives to describe the persistence needed to make the conversion—hardy, thick-skinned, and bull-dogged, were but a few. The interviewees were frequently told 'no' or discouraged to make the conversion, yet successful individuals interpreted being told 'no' to mean creatively finding another way to achieve the desired outcome.

Linda shares advice she often gives to others:

*But I always tell women, if you do good work and you have endurance and perseverance, there's probably a good future, but I would never say just good work. No, you have to endure an awful lot. And I don't think I'm atypical—that's the sad part. I mean these women have left recently... Well, I am atypical...I keep staying and fighting - that's what's atypical. So, nothing changes if you leave. And so, I keep recovering and deciding...I evaluate all the time...is it time to stop? Is it time to leave? Is it time to go on and push another battle? And the only way we're going to change things is by getting back up and making change happen.*

Margaret agrees that persistence is important, but to also choose which issues to confront:

*I basically have always taken the attitude—I'm going to do what I'm going to do and if they don't like it, it's their tough luck. I mostly don't let things bother me and having said that – there are faculty meetings that I will never forget where things have been discussed that either are illegal or should never be discussed, are offensive, you know whatever it is...*

Margaret decided to not push all of the issues, just the ones that were important to her. In that way, her persistence was complemented by the ability to also be politic.

### Strategy 14: Be Politic

Generally, individuals who are successful also understand power dynamics and have the ability to read individuals and adapt their behavior using environmental cues. Unfortunately,



individuals without this capacity have tremendous difficulty in navigating their landscape, and consequently, in achieving their objectives.

Sarah offers the following explanation about being politically savvy and if these skills are inherent or can be learned:

*Both- again like everything else, I think it's a mixture. Some people inherently know the right thing to say – some people learn very, very quickly from feedback in their environment and they realize what's working for them and what's not and I always call them sort of social experimentalists – that they're constantly putting out signals of some sort and then monitoring the data that comes back and then changing their behavior in response. I think that's probably the most common successful phenotype, or mode of being really good at it, because most people don't have that knack of being right off the bat, because universities are just such bizarre and different political environments – social environments, I don't know why people would know how to navigate in them intuitively. And I think the people who seem to know intuitively are the ones who just are good experimentalists and they learn really fast and so it appears that they knew right off and some people are unteachable. And then some-they just won't learn. That's just not their personality. Then others want to learn, but they just can't do the things that are needed. They're just uncomfortable with those things. And that's what really irritates me and those are the cases that I find the most disturbing, because they may be women who are completely politically un-savvy and can't say and do the kinds of things that they need to in order to fit in the environment, but they're fabulous scientists, so who cares if they're politically savvy or not. They shouldn't have to be – that's not a job requirement. Nobody puts it in the ads. So those are the ones that I find the most upsetting.*

Sometimes, being politic requires one to challenge traditional structures, like committee assignments. Linda relays an example of how particular committees can be powerful and how even being placed on one can be political:

*They should be putting me on committees, should they not? To be doing things to be representing the UW? They never put me on university committees until I inquired 'why?' And it didn't even strike me for years that the normal thing is to be put on university committees, because again, I was a little bit of a fish out of water, I was alone, and I started wondering why I've never been on some of these major committees that I have to look to...and believe me, I don't need more work, but like IRB. I've probably have written more IRB's than most people in the (department) and successfully, but nobody's ever thought or voiced to me the idea of putting me on the IRB committee, which is a very powerful committee. I've probably had over a hundred IRB's approved. Yeah, but those doors are never opened.*

#### Strategy 15: Assemble a Stellar Tenure Package

Finally, a successful tenure-track conversion is aided by assembling an appropriate and solid tenure package. It is important to know what to include, and will subsequently vary from one department to the next. It is, however, up to the individual to discover the expected contents and presentation preference. The presentation and organization of the tenure package and its content

are inextricably linked. Ensuring a thorough and meticulous representation of all accomplishments is important in helping the department and divisional committees understand the depth and breadth of the work being presented.

Margaret offers the following specific advice:

*I think that one of the most important pieces of advice I would give to somebody is to try to get some materials from other people or go up to the divisional committee office and get and look at the sanitized tenure cases, so you get a sense of what a tenure case looks like. The big thing I think is that one needs to have a sense of...I think it's hard for assistant professors to know what it is that...they have this sense that there's a mysterious set of criteria out there, right? And they don't know what those criteria are. Everyone would like to have a clearer idea of what those criteria are. The fact of the matter is, the reality is, that the criteria aren't very easy to describe, which I think is very hard. It's easy for me to understand from my perspective now, having looked a lot at these things, but it's not easy for people who haven't seen this before to know and it's hard to say to someone you just know. You know you can tell.*

She further advises:

*What you want to get a sense of is what do a variety of successful cases look like – what it's like in your own department, so if you ask some people who've recently, ideally, people who've recently been through tenure, that you can ask them, 'Hey can I see where were you when you got tenure? Do you have your CV from that time?'*

Jane, another faculty member in Margaret's department, shares expectations from their department and the importance of understanding these expectations. She also cautions about the submission of subjective types of material into the presentation:

*The tenure package must have logical organization, a research question, publications, an implementation plan, and outcome measures and not be personal and anecdotal. You need to understand the expectations of the community. Is there a disparity between the department's benchmarks and the individual's interests? One needs to find out what is required and expected.*

Sarah, a faculty member in another department, shares the importance of knowing who will be evaluating your materials:

*It's hard to underestimate the importance of knowing who the people are who are going to do your evaluation. If you don't know your colleagues and talk to them and get some sense – at least you have to have some people who you talk to and say, 'hey, do I look like I meet your criteria', right? I think it's hard to ask that question, but you have to ask especially if you want to go through a conversion process. Because the way I would imagine these conversion processes taking place most successfully is if the department as a whole essentially comes to the conclusion that this is what it wants to do, right? But*

*that requires work to get to that point. Work on the part of the individual and their champions in the department.*

Gary discusses another important aspect to be considered in the tenure package—referee letters:

*Another important component for making the tenure case is what your colleagues say about you, so the five to eight extra referee letters are critical to a tenure case.*

Jane adds that reference letters submitted to the UW should be uniquely considered because of its status as an RIA institution. In other words, consideration should be given to where external letters are emanating from and their level of significance relative to the UW:

*I mean we are a Top 10 University, as opposed to the ‘top 30 or top 50.’ It’s the reputation of the department. I mean if you get a good letter from [ ] State, it’s not the same as here.*

Much consideration and deliberation should be given to every individual item included within the tenure package. The bottom line, according to the interviewees, is that it must be stellar.

### **Conclusions**

One cannot address issues of tenure-track conversion without examining structural constraints and barriers within the institution. These issues emerge at the intersection between tradition and the tension of needing to meet demands placed on the university of today. It is inherent on administrators and leaders to find new and creative ways to address these needs, especially in regard to moving more women into the sciences and engineering.

Addressing these issues may encompass examining, a) the perceived two-tiered system between faculty and academic staff, and b) policies and structures of the promotion and rewards system. Interviewees discussed the desire to redesign the present system and be able to place, and consequently reward, professionals where their passions and talents lie. Ultimately they envision putting people where they fit best and where they want to be, and as one administrator shared, ‘implementing recognition and rewards to ensure square pegs in square holes.’

### ***Change the System***

Fred, an administrator within the medical school, illustrates this point with the following thoughts:

*I think we do a terrible thing for people, we kind of tell them what the currency is and then kind of wave that in front of them and make them go in the direction that we – it’s not me, but that culturally the academic health center thinks is right and I think we pull people away from doing the things they really love and we get them confused and we get them unhappy and I think it’s one of the reasons why people are not staying at academic health centers. They’re just torn in too many directions and don’t feel as free as I think they should to pursue their interests. I believe there’s value in all the things we do from*

*clinical work done in a scholarly way to bench research. But there's not general acknowledgement that that's true.*

He continues with what he would do if he 'ran the world:'

*My own view is that our real problem is that we have a caste system – in our medical school that really does delineate between three different classes if you will – the clinical track, the CHS track and the tenure track. And it's my belief that in a modern medical school, this kind of class system is based on a false premise which is that one of these activities is more important than the others, and I simply don't believe that's true. So my goal, if I ran the world, is not to have people aspire to get into the better class, but aspire to be in the right class and for that route to be equivalent, whichever group it was, to the other two groups. So I think this is a matter of not striving to get to the top, but striving to be in the group that is the best reflection of your professional interests and talents. So again, I think the best system would be to take everybody in and I'd get rid of the classes. Take everybody in, let them do whatever serves them best and wherever their talents lie and then sort it out down the road as they start to present the picture of what their professional lives are going to be like.*

Gary, another administrator, discusses the importance of university rankings and the oversupply of Ph.D.'s, which contribute structurally to the perceived caste system:

*Now, more and more faculty don't want to teach. And so you see this increasing number of either full-time or part-time lecturers. And so, then what's left is the research. And the reason that I think this has happened is that among the top 20 research universities, particularly since rankings came out—everybody is driven by rankings, you've got to be—if you drop down in the rankings, then the good graduate students don't come, if the good graduate students don't come, then the good faculty don't come. And the way you get rankings is through scholarly reputation. Well, you only have 24 hours in a day, and so I think it's that pressure from all institutes, it's an Arms Race, to get higher and more visible faculty research. And so this is why we've off-loaded these other activities onto professionals. And so we've become more specialized, as an academy. So this probably also contributes to this tier-system because look at what is most rewarded among scholars themselves—your scholarly reputation. Look at what the faculty 'chose' to off-load; clearly that creates a hierarchy. But those are the external forces that conflict, so if you're a department chair and you have new lecturers—it may be the intellectually honest thing to do to say, 'Look, we've created a system where we're very efficient at generating Ph.D.'s—I read once the average physics professor will generate a dozen Ph.D.'s. You need one to replace yourself, you need two to be the research scientists in industry, maybe another couple in the liberal arts colleges. What about the other half dozen? So the academy has produced enough qualified people to ensure an oversupply for these other, you know, to fulfill all of the obligations and responsibilities that a university has to do. And so would you say, 'Well, you're part of the oversupply?' It makes it a very competitive system.*

### **Create Objective Policies**

Administrators and faculty referred to the tenure process as being vague and ambiguous. If the tenure process is perceived as such, converting from an academic staff position to a tenure-track position is even more so. There do not appear to be any policies that departments can refer to when these circumstances arise. Articulating consistent and objective policies is an important step to address the subjectivity associated with conversion requests. Objective criteria and guidelines may work to eliminate bias, such as the personality and gender of an individual.

Samantha relays the subjectivity associated with departmental decisions:

*Well you know my experience has been that if a department doesn't want a person, it doesn't matter what the person does, they'll make a way to not let them in, or if they want them they'll make a way to let them in.*

And Susan shares how her request for tenure conversion could have gone either way:

*And then you come back to what the two people said to me. One is 'Don't set your mind on things too high for you.' And two, 'It's very hard to get tenure in this department.' By their rules, a hundred percent, they're right that they denied me tenure. But let me give the other half of the sentence. By their rules they could also be a hundred percent right in granting me tenure. In other words, they could have done it either way by their rules and they'd be right. So you could say completely, of course we said 'no.' And then you could also take the exact same playback because I think I would have gotten by the divisional committee. I don't think they would have stopped me. I got stopped at the department. I think also by their rules, I've seen how quickly they can work when they want to do something. Had they wanted to do it, they could have opened the door and rolled out the carpet. So I think it really has come down to they didn't want to. So I think basically they didn't want to and they didn't.*

Richard, an administrator, shares how his department initially struggled but ultimately came together in determining criteria for tenure conversion situations:

*What emerged from all of that was a clearer picture of what the case really was. And broad outline, it would be what is the nature of a faculty position versus a staff position? And so almost everyone struggled with this question about what are the appropriate requirements for being a faculty member. What defines a faculty member as opposed to an academic staff member? And it really came down to their own judgment about what is the nature of this department and what is the nature of a faculty member in this department, in particular a tenured faculty member.*

Institutions must work to develop new policies that support performance and promote the ongoing professional development of its staff. Once policies are established, it is important that they be documented and accessible for individuals considering a conversion. It is also imperative that department chairs have an accurate understanding of tenure and promotion criteria and are able to articulate them to their department members.

In addition, although we have identified strategies for overcoming obstacles to tenure-track conversions, there are significant concerns for women once this has been successfully achieved. Linda raises the following concerns, which ultimately, require further investigation and subsequent action:

*Once these obstacles are hurdled, and a woman is moved to tenure track, the issues and obstacles merely continue on the other side of that appointment. That is "tenure" is denied any practical meaning-nothing at all has changed in my case and the hurdles just continue, but we have a new "title." It is exhausting because we are not ever admitted into the "men's leadership network." Tenure doesn't crack open the door at all unless they WANT it to...[Essentially] the success in that switch was extremely limited-it was a conversion we "extracted" with little positive result; certainly nothing ensued that facilitated my work, subsequent to that switch.*

It is inherent upon administrators to recognize that when the personal and the professional must compete, optimum performance and creativity are stifled over the long-term. Finding a way to restructure policy so that personal and professional priorities coexist will ensure an energized and vibrant department. Changing the present system will require strong and innovative leadership. It is beyond the scope of this paper to explore alternative architectural systems, but will be critical for administrators to address and will certainly vary from one environment to the next. Creative solutions will need to be discovered locally and fit the unique needs of each department.

## Appendix A: The Case of Susan

Susan came to the University of Wisconsin-Madison in 1972 for graduate school after Cornell University, where she graduated Phi Beta Kappa. During her time in graduate school, she held an esteemed Danforth Fellowship, which allowed her to combine her passions for teaching and chemistry. Her ultimate personal and professional desire was to teach chemistry in a way that empowered people and made a difference within the world they lived. Following the completion of her graduate degree in 1976, she accepted a position as an untenured assistant professor in the state of New York. Here she spent the next few years, but because of the national peaking baby-boom trend, and subsequent declining university enrollment, she felt that achieving tenure locally would be unlikely. She returned to UW in 1979 with her husband and was hired in a non-faculty position as a part-time lecturer. She worked with Minority/Disadvantaged students as part of an academic support program called the Chemistry Tutorial Program. The program was founded to provide support for students in their first year chemistry courses. Her role was primarily as tutor. She describes herself as feeling as though she was “underemployed,” but glad that she and her husband were able to secure Ph.D.-level employment. During this time, and consequently over the next ten years, Susan was issued what she terms “hire/fire” contractual letters. These are appointment letters that hire staff, but limit them to annual contracts. These letters come with no presumption of future employment. In the early 1980’s, when a reorganization of state employees occurred, Susan’s part-time position became part of the instructional academic staff, a separate track from the legal faculty. In the 1990s, she taught general chemistry and a graduate seminar on teaching. She also was appointed an author for Chemistry in Context, a national project of the American Chemical Society. Her chemistry courses rapidly grew in enrollment. She became the full-time Director of the Chemistry Learning Center (previously the Chemistry Tutorial Program). In 1989, she added to her credentials by receiving a Master’s degree from the UW-Madison School of Education.

In 1998, Susan decided to pursue converting her academic staff position to that of tenured faculty status. She approached her department chair with her request and he asked her “Why would you want to be a faculty member?” He suggested to her that he do a departmental “probe” to obtain preliminary feedback. When he returned, he reported to Susan that it was clear that the department would turn her request down and he encouraged her to not pursue the tenure conversion, particularly because he did not want to “put her through it.”

In 2004, Susan decided to pursue the tenure conversion request once again, this time with the help externally from the Women in Science and Engineering Leadership Institute (WISELI). At this time, Susan was performing her regular job duties, teaching an overload and attempting to put her tenure package together. She found this to be a difficult and lonely circumstance. For example, one tenured member of her department discouraged her attempts by saying, “Don’t set your mind on things that are too high for you.” She pressed to pursue the conversion, but even with the outside assistance of WISELI, the final departmental vote was not successful. Her department chair at the time came to her and said, “I think that you already know this, but we have voted as a department not to tenure. You’ve been turned down. It’s very, very hard to get tenure in this department”.

Susan has continued in the role of an academic staff member. Her current title is Distinguished Faculty Associate and maintains her position as Director of the Chemistry Learning Center. She also now teaches a science course in the Integrated Liberal Studies (ILS) Program. She has continued to design, supervise and teach in programs for students that are underrepresented in the sciences, as well as enhance her professional interests in supporting women in science, science across cultures and instructional technologies. She is active in several national science education projects such as Science Education for New Civic Engagements and Responsibilities (SENCER) and the UW-System Women in Science Curriculum Reform Institute. She serves on many national advisory boards, such as the American Association of Colleges and Universities, Project Kaleidoscope and Montana's Rural Women and Girls in Science Project. She has been elected to the national board of the Association of Women in Science (AWIS). She has received numerous local and national awards including the national 2006 American Chemical Society Award for Encouraging Women in Careers in the Chemical Sciences. She has continued numerous publications of various kinds from textbook chapters to journal publications and is the likely candidate to serve as the next Editor in Chief of Chemistry in Context. She holds the rank of sandan in Aikido, and also teaches Aikido to aspiring students. She looks forward to continuing her scholarly work and also toward retirement where she and others have already begun collaborative efforts for future research endeavors.



## Appendix B: The Case of Linda

Linda came to the University of Wisconsin-Madison in 1984 following the completion of her Ph.D. from Northwestern University and a post-doctoral fellowship (NRSA-NIH). She was hired by the Department of Neurology as an Assistant Scientist and arrived with an NIH grant in hand. She essentially created her own position by virtue of the NIH grant, which covered her salary and part of the salary of a neurologist and other co-investigators. She became an Associate Scientist in 1988 and was told at that time, by her Chair of Neurology, that she would not ever be moved to the faculty track. Interestingly however, male PhD's in that department were being hired on the CHS track. In 1991, the gerontologists/geriatricians in the Department of Medicine approached her and requested her assistance in writing their re-submission for a Veteran's Administration (VA) – Funded Geriatric Research Education and Clinical Center (GRECC) because they believed her area of research would be unique and important in obtaining the grant. At this time, she moved to the Department of Medicine where she was switched onto the CHS track as an Associate Professor with appointments in two sections of the department: Gastroenterology and Geriatrics/Gerontology. The re-submission of the grant was successful and the department was awarded the GRECC. Linda then assumed the Associate Director for Research position at the center as a responsibility of her UW Associate Professor (CHS) appointment. She questioned her placement in this CHS track, believing that she was performing tenure track work. Given Linda's credentials including research, publications and funding, she felt inappropriately placed. She had continuously maintained Primary Investigator (PI) status on NIH funding for over a decade (1984-1996). Not surprisingly, she was recognized nationally in her research and had received several awards. Interestingly, those interviewed for the purposes of this case shared that her recognition went well beyond the national stage, and quite frankly, was global. According to those interviewed, only three individuals exist globally within her arena of groundbreaking research. In addition, because she was a clinical researcher, she was also seeing patients.

Eventually her frustration with the initial unjust placement, prompted her to challenge and seek the appropriate track conversion. She shares the following story, which is both humorous and courageous:

*I woke up one day long ago when this happened and it was 8:00 o'clock and I was just getting ready to come into work, the phone rang at home and it was the dean's assistant, somebody who worked very closely with him, and she had the happiest voice and said she had great news. "Dr. [name]" she said "you have been nominated for the Chancellor's Award for Best [academic staff] Researcher, and it's an honor annually and the Chancellor is awarding this." And I remember saying, "Well, thank you very much, but really what I want to hear is that I will be moved to tenure track." That was the first time I ever uttered the words, so I think that call motivated me to say, "that's the wrong award for me." And, I didn't take that award and that was the beginning of my deciding that I would make a mission of changing tracks to the appropriate track. It didn't feel, it just didn't feel right to take that award. It would have felt so much better to be awarded Chancellor's Award for Tenure Track Research. So it was kind of an interesting beginning. I think she was floored, I mean the sound of her voice was 'now what do I say and do?' I was gracious. I said 'let me think about this, but I don't think this is the right*

*thing for me' or something like that. That to me was a very remarkable day that started things going in a new direction for me. I already realized what I wanted to be doing but that was the moment that pushed me to do it.*

As in the first case, Linda sought external assistance from outside of her department. In 1996, she met with the new Vice Dean for Gender Equity who felt that her case warranted the track conversion and enthusiastically lobbied on her behalf. This administrator strongly agreed that Linda had been placed in the inappropriate track early in her career and advocated for the tenure conversion. Given the significant research endeavor, publishing, and funding, Linda's conversion was successful and went without incident. The vote was unanimous and was labeled as a "no brainer." She was switched to Associate Professor with tenure in 1996. One might argue that her conversion really did go without incident. Once she was awarded tenure, unlike many who receive salary adjustments, staff or laboratory space, Linda was given a clock (yes, a clock). Everything since then, she still refers to as a battle and has had to endure new sets of inequities:

*Nothing's gotten easier. You feel a small level of satisfaction that you broke through a glass ceiling, but there's a glass ceiling right above it too. So you break through one and then there's another one right there.*

Linda was awarded full professor in 2003. Her story about the academic staff research award though illustrates the struggles that persist:

*I think that award was being awarded to me to appease me. I think they were saying, "Well, if we give it to her, she'll get something. We're keeping her on the CHS track. We'll give her an award. She'll be happy." And I feel a long history of that, of people just trying to appease me...of me being sort of a thorn, when really all I'm doing is wanting equal status for equal work that my male counterparts are doing; be it recognition on a track or a salary or a variety of things.*

## **Appendix C: Interview Protocol #1**

1. What is your present status (title/rank)?
2. Can you describe your present workload? Time allocation? Productivity?
3. How does this (see above answer) compare to your colleagues at other institutions? Within your profession?
4. Can you talk about when & how you came to the UW?
5. Were you hired in a part-time or full-time position?
6. Were you part of a dual or spousal hire?
7. When you were hired, were you given the option to convert to a tenure track position?
8. Were you interested in converting to a tenure track position? Was it negotiable?
9. Was it negotiated?
10. Are there delineated policies your department has for tenure conversion situations?
11. Did your department head discuss with you the option or criteria for converting to a tenure track position?
12. Were you offered a start-up package when you began? If so, what did this entail?
13. How did your conversion attempt unfold (plot & timeline?)
14. What were the circumstances that led to the conversion outcome?
15. What do you perceive as obstacles to your conversion?
16. In hindsight, do you have thoughts on how these obstacles may have been overcome?
17. What were the surprises for you along the way?
18. How are things the same/different for you since before your attempted conversion?
19. How do you identify career success and recognition?
20. Who else would you suggest that we talk to in regard to your particular case that can help us to understand this issue?
21. What should I ask, that I haven't yet at this point, to help us understand the situation of tenure conversion? What do we need to know up front? What is the moral of the story?

## **Appendix D: Interview Protocol #2**

### Administrators/Colleagues

\*Background and present position? Experience in administration?

1. What has been your experience with attempted tenure conversions?
2. Is there a precedence of tenure conversion in your College?
3. Does your College (do department's) have documented policies on 'tenure conversion' situations?
4. What do you think is the overall attitude on the part of administrators in regard to tenure conversion?  
Is this a good thing or not?
5. Do department chair's actively work to promote understanding of policy, development, encouragement, etc.?
6. What is your perception about why these happen/succeed or, conversely, don't?
7. Obstacles and Barriers?
8. Strategies for overcoming these barriers?
9. Characteristics of individuals who make the conversion successfully?
10. Characteristics of the environment surrounding those who convert successfully?
11. Are the successful one's generally provided salary adjustments, space, resources, staff, etc.?
12. Suggestions (from someone in administration) for those who may be considering this type of track switch? Do's and Don'ts?
13. Are there perceived differences between the worlds of faculty and academic staff?
14. If there are perceived differences, how might these be overcome?
15. Is UW same or different from other places?
16. Mentoring regarding how the tenure package should look? Plus, mentoring on 'doing what counts'?  
Research, Publishing, Funding, National recognition?
17. Anything else that you would like to tell me, that I have not asked, that would be important for me to know?

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**WISELI Research/Evaluation Report:**  
Sheridan, Jennifer. December 2006. “Department  
Climate in the College of Letters and Sciences:  
Evidence from the 2003 and 2006 *Study of Faculty  
Worklife.*”



W I S E L I

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

**Departmental Climate in the College of Letters and  
Sciences:**

**Evidence from the 2003 and 2006 *Study of Faculty Worklife***

*Report submitted to the L&S EDC by Jennifer Sheridan, Research Director, Women in Science &  
Engineering Leadership Institute (WISELI)  
December 4, 2006*

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## **Departmental Climate in the College of Letters & Sciences: Evidence from the 2003 and 2006 *Study of Faculty Worklife***

In September 2006, Prof. Steve Stern, chair of the Equity and Diversity Committee (EDC) of the College of Letters and Sciences (L&S), requested a special tabulation of results from the 2003 and 2006 *Study of Faculty Worklife* at the UW-Madison surveys so that the EDC can better understand the climate conditions for faculty within the College and create their agenda accordingly.

### **Introduction**

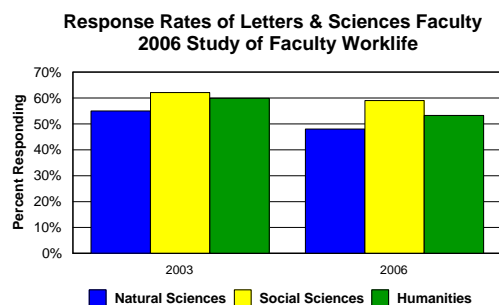
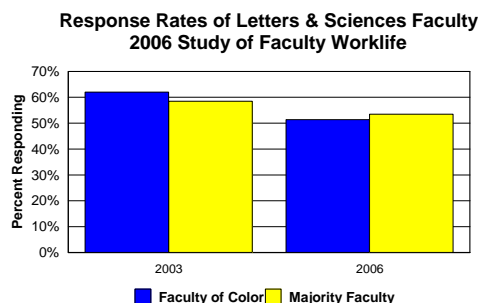
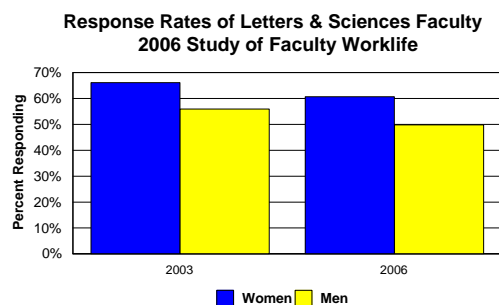
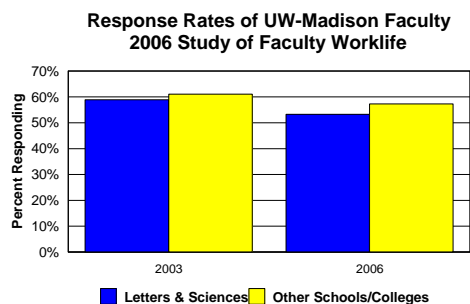
#### ***The Study of Faculty Worklife at the University of Wisconsin-Madison***

The *Study of Faculty Worklife at UW-Madison* survey was conceived of in 2001, as an element of the proposed ADVANCE project at UW-Madison. The ADVANCE project was funded (WISELI, the Women in Science & Engineering Leadership Institute, is the research center that was formed to centralize all ADVANCE activities), and development of the survey instrument began in 2002 with in-depth interviews of 26 women faculty in the biological and physical sciences. Their comments formed the basis of an instrument designed to investigate gender differences in workplace experiences of men and women faculty in biological and physical sciences. In late 2003, just before the instrument was to be fielded, the Office of the Provost requested that the survey be sent to all faculty in all divisions, and funded the additional costs associated with the expansion of the survey. This survey was implemented from February through

June of 2003, and received a 60.2% response rate.

In 2006, as proposed in the original ADVANCE grant, WISELI re-surveyed the faculty in order to evaluate the impact of the ADVANCE grant on campus, and document any changes that occurred between 2003 and 2006. The 2006 instrument was nearly identical to the 2003 instrument. The survey was again extended to UW-Madison faculty in all divisions through the contributions of the Office of the Provost. It was in the field from February through April of 2006, and received a 55.7% response rate.

The two surveys in 2003 and 2006 now provide the UW-Madison campus with a rich source of faculty attitude data. The datasets are reasonably representative of the faculty at large, with some exceptions. As is common in most surveys, women tended to respond at higher rates than men, and response rates also varied quite widely across schools and colleges, with the Law School and School of Business showing the lowest response. In the 2003 survey, women faculty of color responded at the same or higher rates as majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males. In 2006, all faculty of color (men and women, all racial/ethnic groups) tended to respond at lower rates than their majority counterparts, and in contrast to their high participation in the 2003 survey. Aside from these differences, response was quite consistent across measurable demographic characteristics of the faculty (see <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm>, and also Appendix 2, for more detail.) Overall, faculty in L&S responded above the 50% rate in both the 2003 and 2006 surveys.



## Analysis Plan

In the analyses that follow, we will investigate differences among faculty based on their response to the items reproduced in Appendix 1. Three main types of analyses were performed:

1. L&S faculty responses were compared to responses from all other UW-Madison faculty.

2. Within L&S, faculty responses were compared for several variables, including:
  - a. Gender
  - b. Race/ethnicity
  - c. Tenure status
  - d. Department chair status
  - e. Self-reported “non-mainstream” research<sup>1</sup>
  - f. Division (Natural Sciences, Social Sciences, Humanities).
3. Responses in 2006 are compared to 2003 responses for all items that appeared on both instruments.

It is important to highlight the cross-sectional nature of these data. We cannot ascertain causation in any of the findings contained in this report; these are correlations only. When significant differences are found among groups, we will often need more in-depth data to really understand the relationship. Certainly some characteristics of the working environment might be affecting the three groups differently, but it is also possible that faculty who are in those groups vary on some individual characteristics that we did not measure which could also cause the observed relationship.

## Results

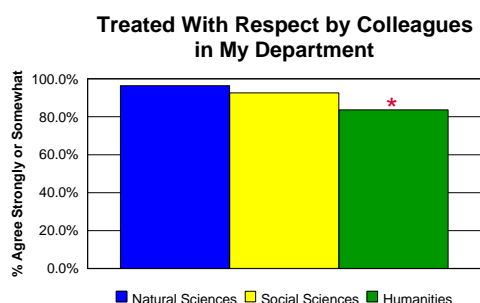
Tables with all results are included in Appendix 2. Graphics created to highlight selected results are included in the report below. Where a red asterisk is included (\*) in the graphic, the difference illustrated is statistically significant at the  $p < .05$  level (t-

<sup>1</sup> Faculty who disagree to the item “In my department, I feel that my research is considered mainstream” are coded as performing “non-mainstream research.” This group of faculty reported significantly worse departmental climate in 2003, and we have continued to look at their experiences in the 2006 survey.

test); where a red tilde is included (~), the difference is significant at the  $p < .10$  level.

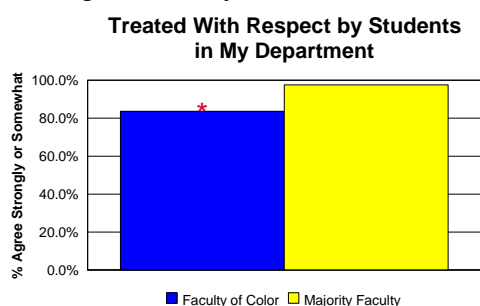
### Treated With Respect in the Workplace

Faculty in L&S report high levels of respect from their colleagues, students, staff, and department chairs, as do faculty throughout the UW-Madison. No significant differences between L&S faculty and other UW-Madison faculty emerged for these items. Over 90 percent of all L&S faculty feel respected, either strongly or somewhat, by these groups. Women faculty, tenured faculty, non-mainstream faculty, and Humanities faculty tend to feel less respected by their colleagues than other groups.



This feeling of decreased respect from colleagues has become worse since the 2003 survey for tenured faculty, and for faculty in the Humanities departments in L&S.

Women faculty and faculty of color, along with faculty who say their research is not in the mainstream, feel less-respected by their students. The difference is especially striking for faculty of color.



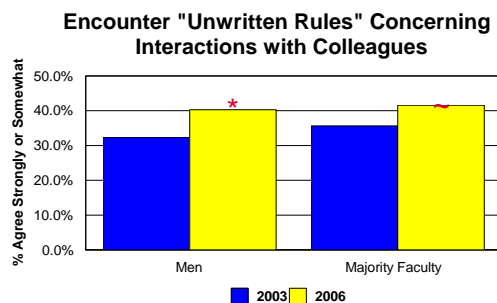
Non-mainstream researchers and Humanities faculty also feel less respected by staff, and by their department chairs. Aside from the decreased feelings of respect by colleagues for some groups, little difference in these measures was observed between 2003 and 2006.

### Informal Departmental Interactions

We use four measures to look at some of the informal departmental interactions that determine a faculty member's perception of climate. Around one-third of L&S faculty report "I feel excluded from an informal network in my department." Women faculty, and non-mainstream faculty are particularly likely to agree to this statement, while faculty in Natural Science departments agree significantly less frequently. It is good to note that faculty of color agreed to this item significantly less often in 2006 than they did in 2003, but note that the response rate for faculty of color is much lower than it was in 2006; it is entirely possible that those faculty of color who reported feeling excluded in 2003 did not bother to return the survey in 2006, particularly if they still felt that way. Feelings of exclusion increased for untenured faculty (marginally significant) and department chairs. Separate analyses indicate that the increase in feelings of exclusion for department chairs is independent of the increasing numbers of women department chairs in L&S.

Slightly less than half of L&S faculty report that "I encounter unwritten rules concerning how one is expected to interact with colleagues" in their departments, with non-mainstream researchers agreeing to the item significantly more often than others, and Natural Sciences faculty agreeing less often. Agreement to this item is higher in L&S than elsewhere at UW-Madison, and has

increased from 2003 to 2006 especially for men faculty, majority faculty, and department chairs. It is possible that with the increasing emphasis on diversity in the University, men and majority faculty paying more attention to their interactions with colleagues overall, and are unsure how to proceed at times.



A new item was added to the 2006 survey (so no comparison is possible with the 2003 instrument)—“I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.” This item is included on many climate surveys at other universities, and we added it to increase our ability to benchmark against these other campuses. About 29% of L&S faculty agreed to the item, not significantly different from the agreement rate across the rest of UW-Madison. Women, untenured faculty, non-mainstream faculty, and Humanities faculty tended to agree more than their other L&S colleagues, while faculty in the Natural Science departments agreed less to the item.

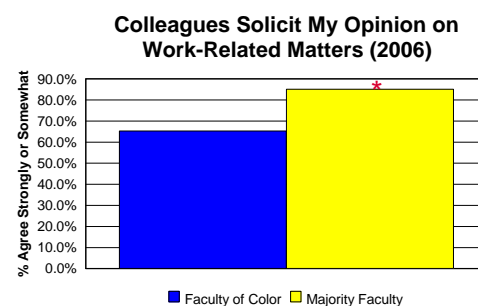
Finally, well over half of all L&S faculty report that “I do a great deal of work that is not formally recognized by my department.” Untenured faculty feel their work is recognized significantly more than their tenured colleagues, while faculty doing non-mainstream research feel the opposite. Department chairs continue to report more often than others that their work is not formally recognized—a similar finding to

2003 (although it is not statistically significant.)

## Colleagues' Valuation of Research

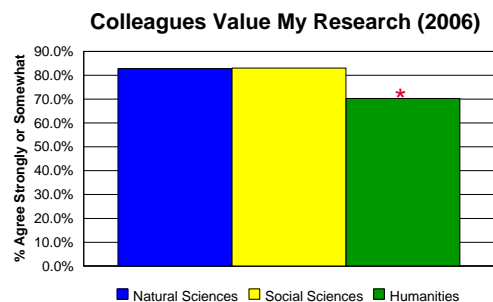
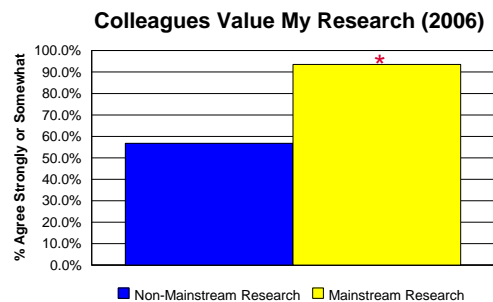
How one's departmental colleagues value a faculty member's research (or not) can have a large impact on feelings of fit and belonging in a department. Overall, little change from 2003 to 2006 was observed for the items evaluating colleagues' valuation of research, and group differences that emerged in the 2003 survey remain the same in 2006.

Women faculty in L&S report that their colleagues do not solicit their opinions about work-related matters as often as men faculty report. They do work that is considered outside the mainstream more often, feel their colleagues value their research less than men feel, and feel more often than men that they have to “work harder...to be perceived as a legitimate scholar,” a new item in 2006. The significant differences by gender are similar to those found throughout campus and reported in climate surveys elsewhere. Faculty of color similarly have worse estimations of their colleagues valuation of research than their majority colleagues, although the differences are not always significant; again, this is similar to results from 2003.



Untenured faculty report significantly more often than their tenured colleagues that their departmental colleagues value their research. Non-mainstream researchers, and faculty from the Humanities, tend to report

lower measures of research valuation than their colleagues in other divisions.

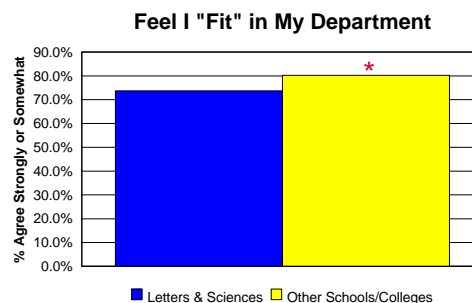


The item about performing “mainstream” research is included in this section, and we find that L&S faculty report more often than faculty elsewhere at UW-Madison that they do research that is outside of the mainstream for their departments. Women faculty and faculty in the Humanities tend to report doing “non-mainstream” research most often. Other analyses have shown that doing “non-mainstream research” is related to decreased satisfaction with many aspects of the UW-Madison work environment *independent of any correlated variable* such as gender, race/ethnicity, discipline, etc.

### Isolation and “Fit”

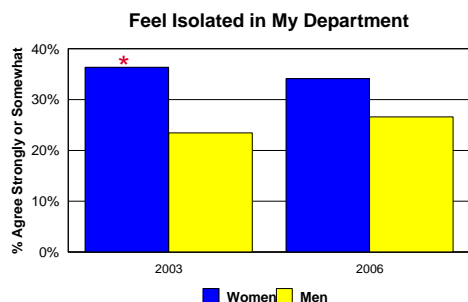
If we were to choose just one variable to indicate whether a faculty member is experiencing a good climate in his or her department, the item “I feel like I ‘fit’ in my department” would be the one. Agreement on this item is highly correlated with all of the other climate items included in this analysis. On campus overall, agreement to this item has increased, but for L&S faculty

it has remained the same or decreased, generally non-significantly, since 2003. A feeling of “fit” is lower in L&S than it is in non-L&S departments across the University.



Interestingly, department chairs report significantly less often in 2006 that they “fit” in their departments compared to 2003. A logistic regression model shows that this change is not related to the increase in women chairs in L&S. Women faculty, and non-mainstream researchers, report significantly lower “fit” than other faculty.

Feelings of isolation—either within the department or at UW-Madison—have remained rather constant overall from 2003 to 2006, and levels of reported isolation are similar in L&S and other colleges on campus. Interestingly, except for significantly more non-mainstream researchers reporting feeling isolated than their colleagues, few group differences emerge on the isolation measures. It is particularly noteworthy that feelings of isolation of women faculty, while higher than those of men faculty, are not significantly higher. In 2003 for L&S faculty, women reported significantly higher levels of isolation in their departments. By 2006, although the gap exists it is no longer significant at the  $p < .05$  level.



A similar reduction in significant differences is observed for faculty of color—in 2003, faculty of color in L&S reported significantly higher levels of isolation at UW-Madison compared to their majority peers, and in 2006 the differences are no longer significant. However, because of the much lower response rate of faculty of color in 2006, it is difficult to know whether this difference is a real gain or is related to differential response.

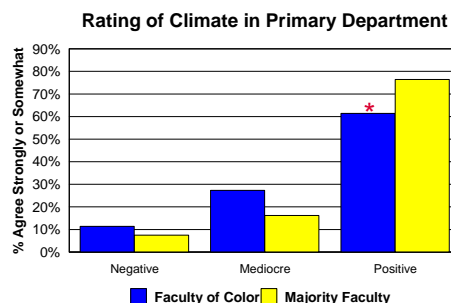
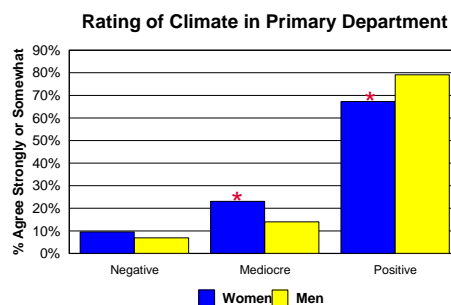
### Departmental Decision-Making

Little has changed from 2003 in the area of departmental decision-making practices. The same groups (women, faculty of color, untenured faculty, and non-mainstream researchers) in 2003 that reported decreased levels of “feeling like a full and equal participant in decision-making processes,” “having a voice in resource allocation,” “all can share views at meetings,” “committee assignments are rotated fairly,” and “my chair involves me in decision-making” reported decreased agreement on the same items in 2006. In L&S, it appears that rotating committee assignments and the practice of department chairs involving all their faculty in decisions is more common than in other parts of the University. Finally, faculty in the Natural Sciences appear to be more involved with departmental decision-making than their peers in other L&S division, particularly the Humanities.

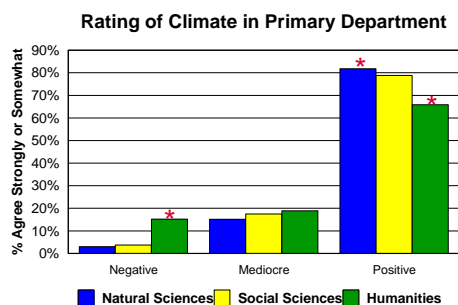
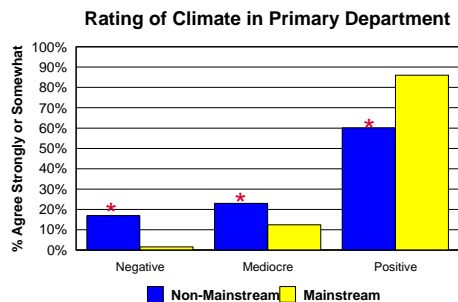
### General Departmental Climate

In these items, we are asking faculty to report not their own individual experiences of climate in their department, but their perceptions of climate for a wider group of people—all faculty, women faculty, and faculty of color.

When asked to “rate the climate in your primary department”, almost three-fourths of L&S faculty report it is positive or very positive—a similar percentage to the UW-Madison faculty outside of L&S. Very few L&S faculty report that their departmental climate is negative or very negative. Women, faculty of color, non-mainstream faculty, and Humanities faculty report less often that their departmental climate is positive, and report more often that it is negative (although this is only significant for non-mainstream researchers and Humanities faculty.) Natural Sciences faculty, department chairs, and untenured faculty in L&S report very high levels (over 80 percent) of positive climate in their departments.

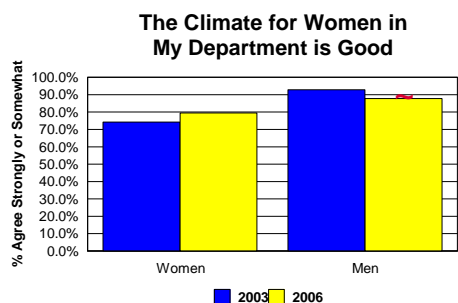






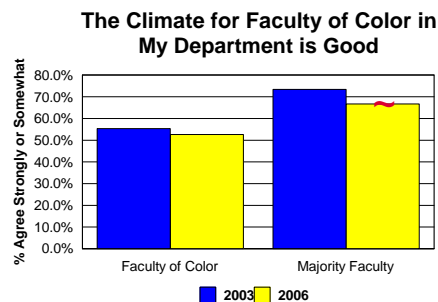
This item was not asked in 2003, so comparisons over time are not possible.

When faculty are asked to report about the climate for women and faculty of color in their departments, changes over time are observed. We see a very slight decrease in the percentage of L&S faculty indicating that the climate for women is “good” in their departments. This is true of campus overall as well, although none of the decreases are significant, except that the decrease in percentage of men faculty reporting “good” climate for women in their departments is marginally significant.

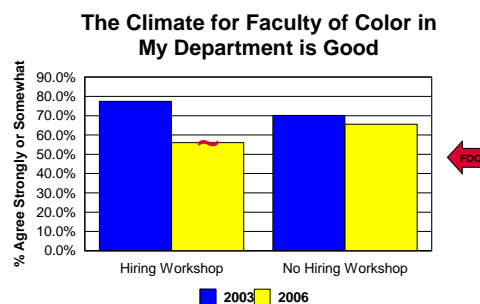


A parallel item was asked about the climate for faculty of color in the department. We see much larger decreases in agreement that the climate for faculty of color in the department is good from 2003 to 2006, and

these larger decreases do reach statistical significance.



The decreases in the percentages of faculty who agree that the climate is good for women and for faculty of color might be cause for alarm. It might be that the climate is actually getting worse over time. For faculty of color in L&S, this might be the case (see results on climate change, below). However, another interpretation is possible. It seems that we are seeing a very slight culture shift at UW-Madison, and within the College of Letters & Sciences, whereby majority faculty are beginning to understand that the experiences of their underrepresented colleagues might not be as positive as they previously believed. That is, men faculty are beginning to understand that women faculty might be experiencing some problems, and majority faculty might be noticing that their colleagues who are members of racial/ethnic minority groups might not feel very welcome. We have correlated some of these changes in attitudes to attendance at training sessions (such as the WISELI hiring workshops) where unconscious biases and assumptions are discussed.

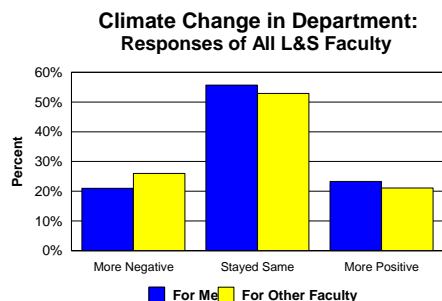


If we want to change the climate at UW-Madison and within L&S to be a more friendly, inclusive, supportive place for all, then noticing the ways that groups other than the majority might be experiencing their workplace environments is the first step towards making positive change.

## Climate Change for Faculty

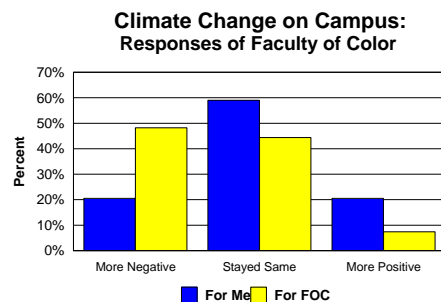
In order to assess climate change as required for our National Science Foundation ADVANCE Institutional Transformation grant, WISELI included one page of items designed to assess faculty perceptions of change from 2003 to 2006. Only faculty who were on campus in 2003 were asked these questions; thus, the sample size is slightly smaller than for previous items in this analysis. Faculty were asked about climate change for themselves and for other groups of faculty and staff, both in their departments and on campus as a whole.

In general, faculty assess their own experiences of climate higher than they assess the experiences for others. For example, 23.3% of L&S faculty report that climate has improved for themselves in their departments, but only 21.1% say that it has improved for all faculty in their department.



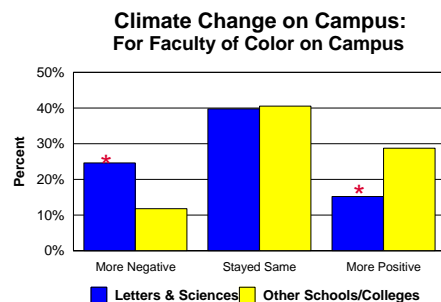
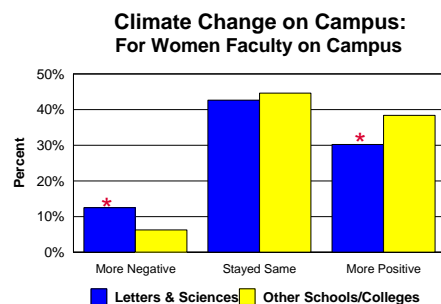
Similarly, 24.7% of women faculty report that climate has improved for themselves on campus, but only 21.7% of women faculty report that climate has improved on campus for other women. For faculty of color, 20.5% report that climate has improved for themselves on campus, but only 7.4% report

an improvement for other faculty of color on campus!



The trends are similar, but reversed, for faculty who report that climate is getting worse; that is, fewer faculty report that climate for themselves is worse than report that climate is worse for others.

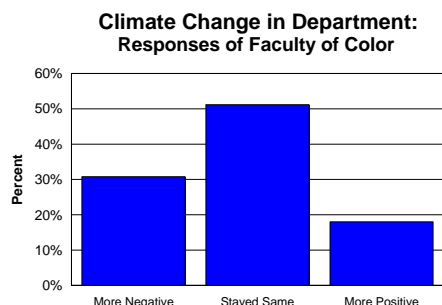
Faculty in L&S are more pessimistic about change in campus climate for women and for faculty of color than are faculty in other schools/colleges. Fewer L&S faculty report positive climate change for women and faculty of color, and they report more negative climate change, than faculty from other schools.



This perception of negative change over time could be an increase in awareness of the climate for these underrepresented groups, or it could indicate real change. Women faculty report as much or more



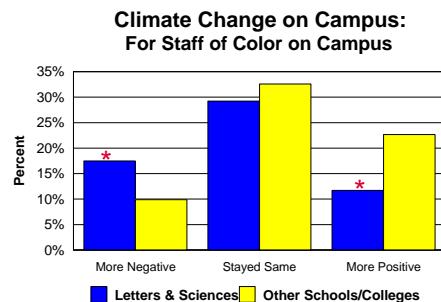
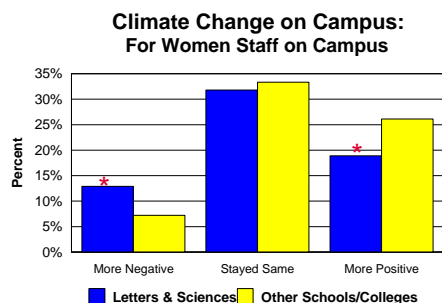
positive change for themselves as negative change, indicating that either very little change has occurred, or else slightly positive change has occurred. For faculty of color, little change seems to have occurred on campus, but much more negative change than positive was reported in the department, indicating that for faculty of color, the perception of others that things are not good for faculty of color in their departments is based on a real trend.



Recall that the response rate for faculty of color was quite low. Future analyses might be able to ascertain whether faculty of color who were most unhappy in 2003 were more or less likely to respond to the survey in 2006.

### Climate Change for Staff

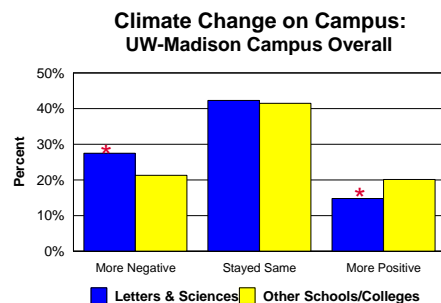
Just as faculty in L&S are more pessimistic about the climate change for women and faculty of color on campus compared to faculty in other schools and colleges, they are also more pessimistic about climate changes for staff on campus.



Women L&S faculty in particular see a negative change for staff in their departments, as do faculty in the Social Sciences departments. Faculty in Natural Science departments are much more optimistic about climate change for staff over this time period.

### Climate Change on the UW-Madison Campus Overall

Rating the climate on the UW-Madison campus overall (rather than departmental climate), L&S faculty are less positive about the climate change than other campus faculty. While the majority of L&S faculty felt that campus climate had not changed (57.7%), twice as many faculty reported that campus climate had become more negative in the past three years than reported that it had become more positive. Faculty of color in particular were highly likely to report that campus climate had become more negative, as significantly more faculty of color reported negative climate change compared to their majority counterparts.



Faculty in the Natural Science departments were the most positive about campus climate change, but the majority of faculty in even

these departments reported no change from 2003 to 2006.

### **Summary and Conclusions**

Overall, the trends in departmental and campus climate for individuals in L&S that were uncovered in 2003 remain the same in 2006, or very slightly improved. Women faculty, faculty of color, faculty in Humanities departments, and faculty who indicate they do “non-mainstream” research report significantly less often that they are treated with respect, that their colleagues value their research, that they “fit” in their department, and that they are included in departmental decision-making, and these groups report significantly more often that their information departmental interactions are exclusionary and that they feel isolated. The only group that reported slightly worse climate at the individual level in 2006 for these items was department chairs. Their feelings of respect and inclusion seem to be decreasing slightly, and these changes are not related to the changing demographics of that group.

At the same time that individuals report generally the same or better climate for themselves, their estimation of the climate experiences of others—both within the department, and throughout the University more generally—is declining. Faculty in L&S are particularly pessimistic about the climate for others in the University compared to their colleagues in other schools and colleges, particularly the climate for faculty of color. Significantly fewer faculty in 2006 report that the climate for faculty of color is “good”, and in L&S, more faculty say that the climate for faculty of color has gotten worse since 2003 than say it has improved. While some evidence exists that the climate for faculty of color has indeed gotten worse since 2003, there is also

evidence that the increasing perceptions of majority faculty that climate for faculty of color is less-than-optimal coincides with training that might raise the awareness of majority groups to the actual climate experienced by faculty of color.

*Report submitted to the L&S EDC by  
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December 4, 2006*

**WISELI Research/Evaluation Report:**  
Sheridan, Jennifer. December 2006. “Climate  
Change for Faculty at UW-Madison: Evidence from  
the 2003 and 2006 *Study of Faculty Worklife*.”

# **Climate Change for Faculty at UW-Madison: Evidence from the 2003 and 2006 Study of Faculty Worklife**

## **Introduction**

### ***The Study of Faculty Worklife at the University of Wisconsin-Madison***

The *Study of Faculty Worklife at UW-Madison* survey was conceived of in 2001, as an element of the proposed ADVANCE project at UW-Madison. The ADVANCE project was funded (WISELI, the Women in Science & Engineering Leadership Institute, is the research center that was formed to centralize all ADVANCE activities), and development of the survey instrument began in 2002 with in-depth interviews of 26 women faculty in the biological and physical sciences. Their comments formed the basis of an instrument designed to investigate gender differences in workplace experiences of men and women faculty in biological and physical sciences. In late 2003, just before the instrument was to be fielded, the Office of the Provost requested that the survey be sent to all faculty in all divisions, and funded the additional costs associated with the expansion of the survey. This survey was implemented from February through June of 2003, and received a 60.2% response rate.

In 2006, as proposed in the original ADVANCE grant, WISELI re-surveyed the faculty in order to evaluate the impact of the ADVANCE grant on campus, and document any changes that

occurred between 2003 and 2006. The 2006 instrument was nearly identical to the 2003 instrument. The survey was again extended to UW-Madison faculty in all divisions through the contributions of the Office of the Provost. It was in the field from February through April of 2006, and received a 55.7% response rate.

The two surveys in 2003 and 2006 now provide the UW-Madison campus with a rich source of faculty attitude data. The datasets are reasonably representative of the faculty at large, with some exceptions. As is common in most surveys, women tended to respond at higher rates than men, and response rates also varied quite widely across schools and colleges, with the Law School and School of Business showing the lowest response. In the 2003 survey, women faculty of color responded at the same or higher rates as majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males. In 2006, all faculty of color (men and women, all racial/ethnic groups) tended to respond at lower rates than their majority counterparts, and in contrast to their high participation in the 2003 survey. Aside from these differences, response was quite consistent across measurable demographic characteristics of the faculty (see <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm> for more detail.)

## **Analysis Plan**

In the analyses that follow, we will investigate differences among faculty based on their response to the items reproduced in Appendix 1. Two main

types of analyses were performed for the main climate-related variables:

1. Faculty responses were compared for several variables, including:
  - a. Gender
  - b. Race/ethnicity
  - c. Department chair status
2. Responses in 2006 are compared to 2003 responses for all items that appeared on both instruments.

It is important to highlight the cross-sectional nature of these data. We cannot ascertain causation in any of the findings contained in this report; these are correlations only. When significant differences are found among groups, we will often need more in-depth data to really understand the relationship. Certainly some characteristics of the working environment might be affecting the groups differently, but it is also possible that faculty who are in those groups vary on some individual characteristics that we did not measure which could also cause the observed relationship.

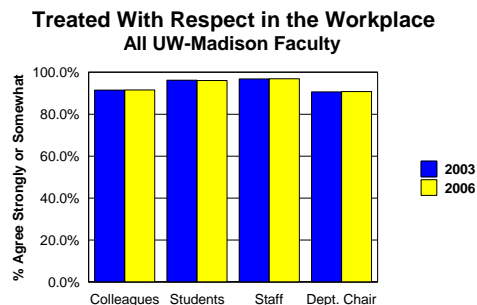
## Results

Graphics created to highlight selected results are included in this report. Where a red asterisk is included (\*) in the graphic, the difference illustrated is statistically significant at the  $p < .05$  level (t-test); where a red tilde is included (~), the difference is significant at the  $p < .10$  level.

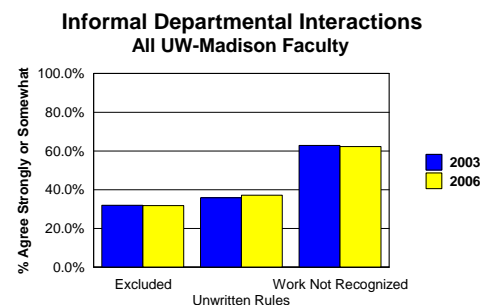
## Self-Reported Experiences of Climate

Little significant change was seen in the responses of faculty on climate items asking about the faculty member's *own*

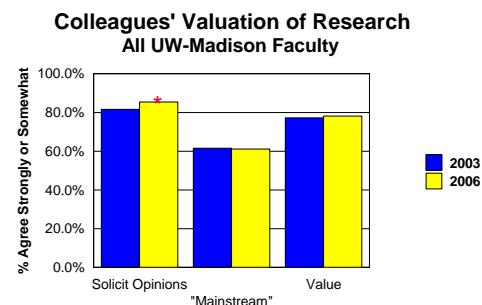
*experiences* between 2003 and 2006. Faculty report about the same levels of respect by colleagues, students, staff, and their department chairs.



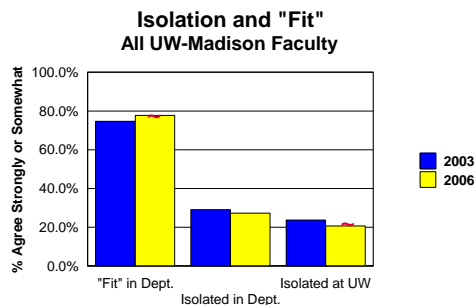
They report feeling excluded from informal networks, encountering unwritten rules, or performing work that is not recognized in their departments in about the same proportions in both surveys.



They perform non-mainstream research and their research is valued at about the same in 2006 as it was in 2003, and they feel isolated in their departments in about the same proportions in 2006 as in the past. Only three items showed differences between 2003 and 2006, and they are climate *improvements*. Faculty are more likely to agree in 2006 that their opinions are solicited about work-related matters,

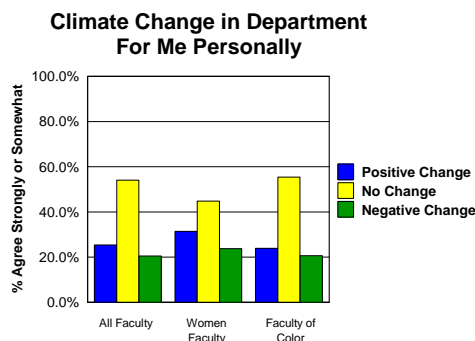


they more often feel like they “fit” in their departments, and they feel less isolated on the UW-Madison campus overall.



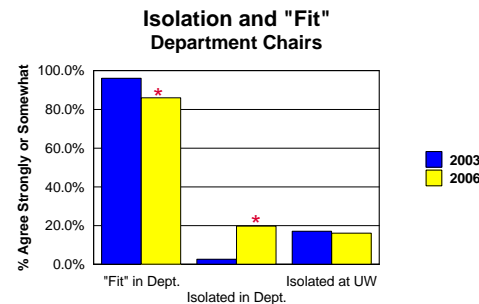
These trends appear for women faculty and faculty of color as well, although the differences between 2003 and 2006 are not always significant.

We asked faculty to report their own perceptions of climate *change* between 2003 and 2006. Most faculty reported no change in their own experiences of either departmental climate, or campus climate. For those who did indicate a change, more faculty indicated a positive climate change than a negative one. This is true for faculty as a whole, for women faculty, and for faculty of color as well.



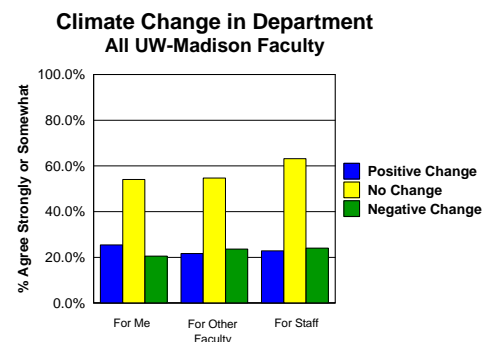
When measured from an individual perspective, one could say that climate is either the same or slightly improved between 2003 to 2006 for faculty who responded to our survey. The only group that has been reporting a decline in some specific experiences of

departmental climate is department chairs.

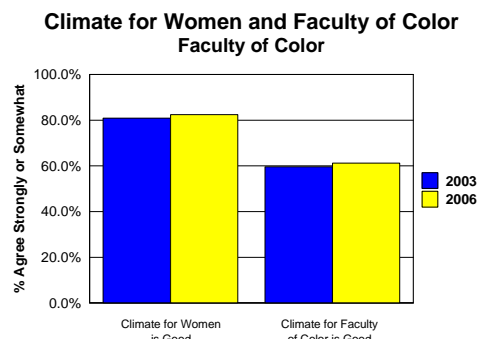
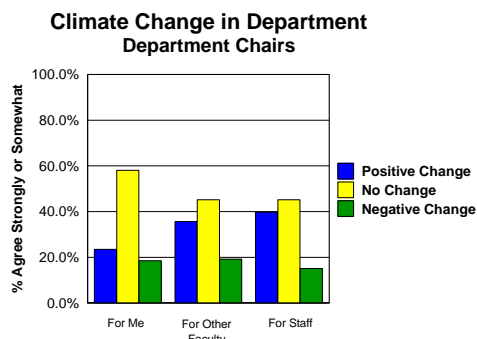


## Perceptions of Climate Experienced by Others

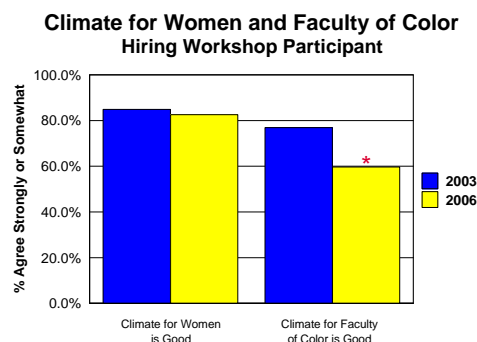
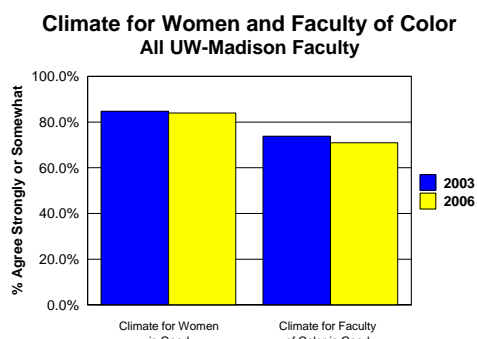
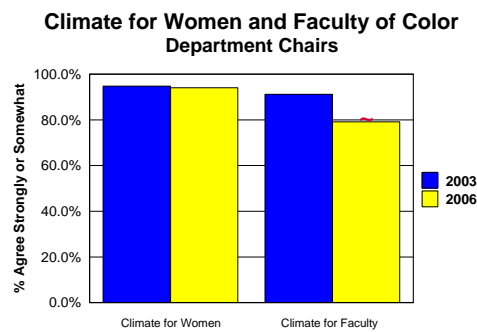
At the same time that faculty are reporting slightly improved climate for themselves, they are generally less optimistic about the climate experienced by others. When faculty are asked to report on climate change for other faculty and staff in their departments, they generally report worse climate in 2006 than they saw in 2003, and this is in contrast to the climate they report experiencing themselves.



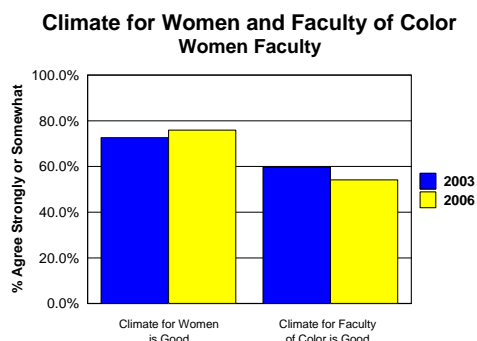
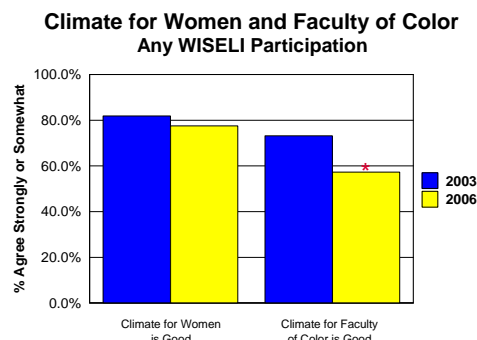
Department chairs appear to be the only group that is positively evaluating climate change over time in their departments for faculty and staff.



At the same time that faculty are reporting their perceptions of things getting worse for other faculty in their departments, we saw a genuine decrease in the percentage of faculty who report that “climate for faculty of color in my department is good” between 2003 and 2006.



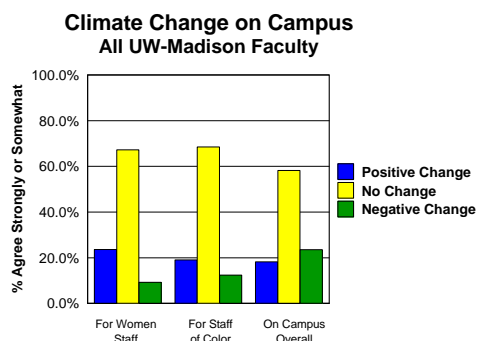
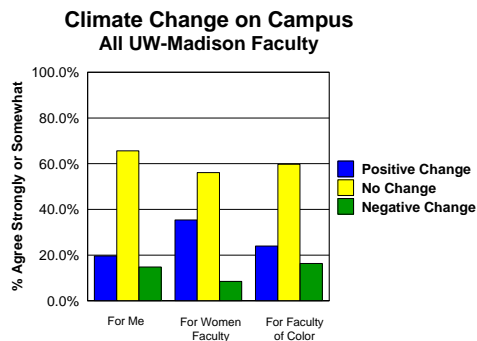
Women faculty, department chairs, and faculty who participated in WISELI events (in particular the hiring workshops) appear to show the biggest decline in agreement on this item between 2003 and 2006 (and in contrast to the slight *increase* in agreement for faculty of color).



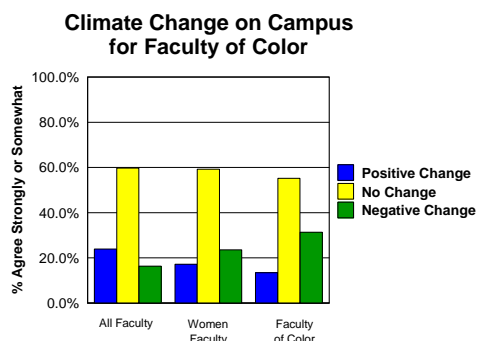
Affirmative response to the item “the climate for women in my department is good” decreased between 2003 and 2006 for some groups (e.g., men, faculty who participated in WISELI events), even while it increased for women.

Faculty respondents’ perceptions of overall climate on campus for various

groups shows some optimism for the climate for women (faculty and staff), but a perception of negative climate change for staff of color...and a perception of negative climate change overall.



Women and faculty of color detected negative climate change on campus for faculty of color, but overall most faculty saw no change or positive change:



## Summary

There are two ways one might interpret the different findings for self-reported climate, and perceptions of others' climate. On the one hand, the lower

rating of climate for others might indicate that climate has indeed gotten worse on campus, especially for persons of color where the largest changes occurred. It may well be that this is the case; more analysis of the response patterns of faculty of color between the 2003 and 2006 survey will help answer this question. At the same time, it may well be that the reporting of more negative climate in 2006 for others is related to the climate efforts across campus. The resulting education of faculty and department chairs to the differential experiences of climate of women and faculty of color may explain the more negative ratings for others—faculty respondents are looking at the environment and reporting the reality for these other groups, rather than assuming that everything is fine, or that the experiences of these underrepresented faculty members are similar to one's own. That is, it may be that the majority faculty are beginning to see the reality of climate experienced by underrepresented groups. This awareness is, we hope, just the first step towards making real, lasting change at both the departmental and campus levels.

*Report submitted to the Committee on Women in the University by Jennifer Sheridan, Research Director, Women in Science & Engineering Leadership Institute (WISELI)*  
December 13, 2006



## **Appendix I: Climate Items, 2006 Study of Faculty Worklife at UW-Madison**

- 19.** How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit? Please answer using the department or unit that you consider to be your primary department or unit.

<i>Circle one number on a scale of 1 to 4 for each statement.</i>		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 chair.	1	2	3	4
e.	I feel excluded from an informal network in my department.	1	2	3	4
f.	I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g.	I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.	1	2	3	4
h.	Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
i.	In my department, I feel that my research is considered mainstream.	1	2	3	4
j.	I feel that my colleagues value my research.	1	2	3	4
k.	I have to work harder than my departmental colleagues to be perceived as a legitimate scholar.	1	2	3	4
l.	I do a great deal of work that is not formally recognized by my department.	1	2	3	4
m.	I feel like I "fit" in my department.	1	2	3	4
n.	I feel isolated in my department.	1	2	3	4
o.	I feel isolated on the UW campus overall.	1	2	3	4

## ***Institutional and Departmental Climate Change***

***If you were first hired at UW-Madison after January 2003, please go to items 35-36 on the next page.***

The UW-Madison is continually working to improve the working, teaching, and learning climate for all University employees and students. We are interested to know to the extent to which you have seen or experienced change in the following areas *in the past three years*.

- 32.** Since January 2003, how has the climate changed, if at all, for the following individuals or areas? See item #21 for a definition of "climate."

<i>Circle one number on a scale of 1 to 5 for each statement.</i>	Significantly More Positive 1	Somewhat More Positive 2	Stayed The Same 3	Somewhat More Negative 4	Significantly More Negative 5	Don't Know
a.	1	2	3	4	5	DK
b.	1	2	3	4	5	DK
c.	1	2	3	4	5	DK
d.	1	2	3	4	5	DK
e.	1	2	3	4	5	DK
f.	1	2	3	4	5	DK
g.	1	2	3	4	5	DK
h.	1	2	3	4	5	DK
i.	1	2	3	4	5	DK

**2006 Financial Report** (prepared 1/26/07)

	2002	2003	2004	2005	2006*	Total
Income						
NSF	\$749,830	\$749,747	\$749,615	\$749,903	749878	\$3,748,973
Celebrating Grants	\$6,000	\$13,365	\$4,000	\$10,000	10000	\$43,365
College of Engineering	\$10,000	\$20,000	\$10,000	\$10,000	18000	\$68,000
Provost's Office	\$0	\$0	\$0	\$16,072	34072	\$50,144
Grad School					24101	\$24,101
College of L & S					5000	\$5,000
Salaries and Fringes						
Directors	\$145,180	\$115,306	\$103,088	\$124,317	164346	\$652,237
WISELI Staff	\$98,419	\$128,547	\$156,006	\$193,661	239358	\$815,991
Leadership Team	\$69,725	\$143,700	\$61,618	\$35,979	73060	\$384,082
Evaluators	\$88,261	\$72,110	\$57,076	\$53,854	113302	\$384,603
Travel	\$9,758	\$9,637	\$15,291	\$10,345	10470	\$55,501
Supplies and Equipment	\$17,972	\$12,348	\$12,757	\$12,373	11530	\$66,980
Initiatives						
Celebrating Grants	\$0	\$9,037	\$11,170	\$12,182	11703	\$44,092
Life Cycle Research Grants	\$0	\$81,817	\$86,342	\$39,628	0	\$207,788
Video	\$12,169	\$5,160	\$7,079	\$20,292	16644	\$61,344
Survey	\$0	\$33,381	\$0	\$0	18318	\$51,699
Book Giveaways	\$1,756	\$395	\$0	\$0	0	\$2,151
WISELI Seminar	\$273	\$537	\$875	\$3,152	736	\$5,573
Senior Women Development	\$172	\$114	\$0	\$0	0	\$286
Workshops	\$2,015	\$1,085	\$1,377	\$1,360	1807	\$7,644
Chairs' Climate Workshops	\$0	\$174	\$1,132	\$125	0	\$1,431
Search Committee Chairs' Workshops	\$0	\$382	\$1,142	\$2,432	-202	\$3,754
Awards Brochure	\$0	\$0	\$305	\$10	0	\$315
Dissemination Activities	\$0	\$0	\$0	\$1,901	2521	\$4,422
Overhead	\$198,942	\$251,851	\$200,416	\$207,014	327992	\$1,186,215
Total Income	\$765,830	\$783,112	\$763,615	\$785,975	\$841,051	\$3,939,583
Total Expenditures	\$644,642	\$865,581	\$715,674	\$718,625	\$991,585	\$3,936,108

\* 2006 federal fund expenditures are actual through December 2006 and estimated from January 2007 through June 2007

Note: The no cost extension on this grant ends June 30, 2007

## Cost Sharing Summary (January 1, 2002 - December 31, 2006)

### WISELI

	Certified <u>Year 1 + 2 + 3 + 4 Total</u>	Uncertified <u>Year 5 (2006)</u>	TOTAL <u>Year 1 - Year 5</u>
1 Salaries & Fringe Benefits	\$182,617	\$63,504	\$246,121
2 Graduate Student support	\$65,658	\$45,599	\$111,257
3 Symposium support	\$34,397	\$0	\$34,397
4 WISE Program support	\$31,833	\$0	\$31,833
5 Other Program support	\$113,725	\$18,680	\$132,405
Indirect Costs	\$189,640	\$54,471	\$244,111
Total Costs	\$617,870	\$182,254	<b>\$800,124</b>

- 1- Includes faculty and staff salaries and fringe benefits for 2002, 2003, 2004, and 2005.
- 2- Graduate student support is for: 1 Research Assistant at 50% beginning 9/1/02 through 12/31/04; 1 Project Assistant at 50% beginning 9/1/03 through 1/31/04. 1 Project Assistant at 50% beginning 12/1/06 through 12/31/06; and 2 Project Assistants supported by Vilas Life Cycle Professorship Awards.
- 3- Funds for Celebrating Women in Science & Engineering Grant program. This program continued in year 5 but we are not applying the funds toward cost share.
- 4- Includes program support and undergraduate support for the Women in Science and Engineering Residential Program.
- 5- Includes funds for documentary video project, suvery of faculty and academic staff, the Life Cycle Research Grant programs, and contributions towards equipment and supplies from the College of Engineering.

## **Institutional Data, 2006**

**Table 1. Number and Percent of Women Faculty in Science/Engineering by Department, 2006**

<b>Division/Department</b>	<b>Women</b>	<b>Men</b>	<b>% Women</b>
<b>Physical Sciences</b>	<b>59.50</b>	<b>400.80</b>	<b>12.9%</b>
Biological Systems Engineering	1.00	12.25	7.5%
Soil Science	4.50	16.00	22.0%
Chemical & Biological Engineering	1.00	16.00	5.9%
Civil & Environmental Engineering	3.00	23.75	11.2%
Electrical & Computer Engineering	6.00	37.50	13.8%
Biomedical Engineering	3.00	6.10	33.0%
Industrial Engineering	3.50	12.00	22.6%
Mechanical Engineering	3.00	28.75	9.4%
Materials Science & Engineering	3.00	11.00	21.4%
Engineering Physics	1.25	20.50	5.7%
Engineering Professional Development	-	5.00	0.0%
Astronomy	3.75	8.00	31.9%
Chemistry	3.50	36.00	8.9%
Computer Sciences	5.00	31.00	13.9%
Geology & Geophysics	5.00	16.00	23.8%
Mathematics	2.25	47.75	4.5%
Atmospheric & Oceanic Sciences	1.00	14.00	6.7%
Physics	6.25	45.75	12.0%
Statistics	3.50	13.45	20.6%
<b>Biological Sciences</b>	<b>185.31</b>	<b>580.79</b>	<b>24.2%</b>
Agronomy	2.50	16.00	13.5%
Animal Science	1.00	13.60	6.8%
Bacteriology	4.00	14.00	22.2%
Biochemistry	8.50	25.00	25.4%
Dairy Science	1.00	11.40	8.1%
Entomology	3.00	11.00	21.4%
Food Microbiology & Toxicology	1.00	4.00	20.0%
Food Science	2.00	12.00	14.3%
Genetics	2.50	11.67	17.6%
Horticulture	3.00	13.50	18.2%
Nutritional Sciences	5.00	5.50	47.6%
Plant Pathology	6.00	7.00	46.2%
Forest Ecology & Management	0.50	13.80	3.5%
Natural Resources - Wildlife Ecology	0.00	6.00	0.0%
Kinesiology	10.00	7.00	58.8%
Nelson Institute for Environmental Studies	3.50	3.25	51.9%
Botany	7.50	8.50	46.9%
Communicative Disorders	9.00	4.00	69.2%
Zoology	8.00	15.00	34.8%
Anatomy	5.00	15.50	24.4%
Anesthesiology	-	5.50	0.0%
Biostatistics & Medical Informatics	2.75	8.75	23.9%
Family Medicine	2.00	5.75	25.8%

Genetics	2.00	5.42	27.0%
Obstetrics & Gynecology	2.00	10.00	16.7%
Medical History & Bioethics	2.50	5.90	29.8%
Human Oncology	1.00	8.25	10.8%
Medicine	11.00	49.75	18.1%
Dermatology	-	6.00	0.0%
Medical Microbiology	5.20	8.50	38.0%
Medical Physics	1.00	13.75	6.8%
Neurology	-	9.50	0.0%
Neurological Surgery	2.00	6.00	25.0%
Oncology	4.00	11.90	25.2%
Ophthalmology & Visual Sciences	3.50	10.00	25.9%
Orthopedics & Rehabilitation	1.00	10.50	8.7%
Pathology & Laboratory Medicine	5.00	14.00	26.3%
Pediatrics	9.25	12.60	42.3%
Pharmacology	2.50	10.00	20.0%
Biomolecular Chemistry	2.80	7.25	27.9%
Physiology	6.00	14.00	30.0%
Population Health Sciences	9.30	13.50	40.8%
Psychiatry	8.51	7.60	52.8%
Radiology	2.50	14.65	14.6%
Surgery	1.00	28.00	3.4%
School of Pharmacy	5.50	24.00	18.6%
Animal Health & Biomedical Sciences	-	5.00	0.0%
Medical Sciences	3.00	9.00	25.0%
Pathobiological Sciences	1.00	12.00	7.7%
Comparative Biosciences	4.00	9.00	30.8%
Surgical Sciences	2.00	7.00	22.2%
<b>Social Studies</b>	<b>230.20</b>	<b>360.23</b>	<b>39.0%</b>
Agricultural & Applied Economics	3.00	21.90	12.0%
Life Sciences Communication	5.00	3.50	58.8%
Rural Sociology	3.00	9.00	25.0%
Natural Resources-Landscape Architecture	4.00	3.00	57.1%
Urban & Regional Planning	1.00	4.00	20.0%
School of Business	13.75	62.00	18.2%
Counseling Psychology	5.00	4.00	55.6%
Curriculum & Instruction	19.00	17.15	52.6%
Educational Leadership & Policy Analysis	4.75	10.00	32.2%
Educational Policy Studies	6.00	5.00	54.5%
Educational Psychology	7.00	11.00	38.9%
Rehabilitation Psychology & Special Education	5.00	6.00	45.5%
School of Human Ecology	21.00	14.00	60.0%
Law School	14.50	24.25	37.4%
Anthropology	9.00	14.00	39.1%
Afro-American Studies	4.50	4.25	51.4%
Communication Arts	9.00	12.00	42.9%
Economics	4.20	23.00	15.4%
Ethnic Studies	1.00	-	100.0%
Geography	5.00	14.00	26.3%
LaFollette School of Public Affairs	3.50	7.50	31.8%

School of Journalism & Mass Communication	4.00	8.00	33.3%
School of Library & Information Studies	9.00	1.50	85.7%
Political Science	7.00	29.00	19.4%
Psychology	14.00	18.00	43.8%
Social Work	11.50	4.00	74.2%
Sociology	15.00	23.92	38.5%
Urban & Regional Planning	-	3.75	0.0%
School of Nursing	19.50	-	100.0%
Professional Development & Applied Studies	2.00	2.51	44.3%
<b>Humanities</b>	<b>158.25</b>	<b>212.23</b>	<b>42.7%</b>
Art	11.00	15.00	42.3%
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	4.00	3.00	57.1%
Comparative Literature	1.00	3.25	23.5%
East Asian Languages & Literature	6.00	5.00	54.5%
English	28.20	22.30	55.8%
French & Italian	8.00	14.25	36.0%
German	6.00	9.35	39.1%
Hebrew & Semitic Studies	2.00	2.00	50.0%
History	16.50	31.00	34.7%
History of Science	2.00	4.50	30.8%
Linguistics	4.00	3.00	57.1%
School of Music	15.50	31.00	33.3%
Philosophy	3.00	16.00	15.8%
Scandinavian Studies	4.00	2.00	66.7%
Slavic Languages	2.00	6.00	25.0%
Languages & Cultures of Asia	4.00	7.33	35.3%
Spanish & Portuguese	11.00	14.00	44.0%
Theatre & Drama	7.75	8.00	49.2%
Women's Studies Program	3.50	-	100.0%
Social Sciences	-	1.00	0.0%
Liberal Studies & the Arts	4.80	2.00	70.6%

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SOURCE: October 2006 IADS Frozen slice

NOTES: Faculty are assigned to discipline based on tenure home departments using the the classification system developed for the Women in Science and Engineering Leadership Institute (WISELI). An individual tenured in more than one department is shown based on the tenure split. Thus, a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences and .5 FTE in Biological Sciences. Faculty with zero-dollar appointments and faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are excluded from the salary median and salary FTE calculations. 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

**Table 2. Number and Percent of Women Faculty in Science/Engineering by Rank and Department, 2006**

Division/Department	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
<b>Physical Sciences</b>	<b>24.00</b>	<b>11.00</b>	<b>24.50</b>	<b>270.95</b>	<b>52.60</b>	<b>77.25</b>	<b>8.1%</b>	<b>17.3%</b>	<b>24.1%</b>
Biological Systems Engineering	-	-	1.00	9.25	2.00	1.00	0.0%	0.0%	50.0%
Soil Science	-	1.50	3.00	13.00	1.00	2.00	0.0%	60.0%	60.0%
Chemical & Biological Engineering	1.00	-	-	9.00	4.00	3.00	10.0%	0.0%	0.0%
Civil & Environmental Engineering	1.00	-	2.00	15.75	5.00	3.00	6.0%	0.0%	40.0%
Electrical & Computer Engineering	1.00	1.00	4.00	26.50	7.00	4.00	3.6%	12.5%	50.0%
Biomedical Engineering	-	-	3.00	3.50	0.60	2.00	0.0%	0.0%	60.0%
Industrial Engineering	3.50	-	-	8.00	-	4.00	30.4%	N/A	0.0%
Mechanical Engineering	1.00	1.00	1.00	16.75	5.00	7.00	5.6%	16.7%	12.5%
Materials Science & Engineering	1.00	-	2.00	7.00	1.00	3.00	12.5%	0.0%	40.0%
Engineering Physics	0.25	1.00	-	13.50	4.00	3.00	1.8%	20.0%	0.0%
Engineering Professional Development	-	-	-	3.00	2.00	-	0.0%	0.0%	N/A
Astronomy	1.75	1.00	1.00	5.00	1.00	2.00	25.9%	50.0%	33.3%
Chemistry	1.50	-	2.00	25.00	2.00	9.00	5.7%	0.0%	18.2%
Computer Sciences	2.00	2.00	1.00	19.00	3.00	9.00	9.5%	40.0%	10.0%
Geology & Geophysics	4.00	1.00	-	12.00	2.00	2.00	25.0%	33.3%	0.0%
Mathematics	0.75	1.00	0.50	35.00	6.00	6.75	2.1%	14.3%	6.9%
Atmospheric & Oceanic Sciences	-	-	1.00	10.00	-	4.00	0.0%	N/A	20.0%
Physics	4.25	-	2.00	30.75	5.00	10.00	12.1%	0.0%	16.7%
Statistics	1.00	1.50	1.00	8.95	2.00	2.50	10.1%	42.9%	28.6%
<b>Biological Sciences</b>	<b>70.31</b>	<b>48.25</b>	<b>66.75</b>	<b>367.99</b>	<b>102.05</b>	<b>110.75</b>	<b>16.0%</b>	<b>32.1%</b>	<b>37.6%</b>
Agronomy	0.50	1.00	1.00	12.00	-	4.00	4.0%	100.0%	20.0%
Animal Science	-	-	1.00	9.60	1.00	3.00	0.0%	0.0%	25.0%
Bacteriology	1.00	2.00	1.00	10.00	2.00	2.00	9.1%	50.0%	33.3%
Biochemistry	6.00	-	2.50	21.00	2.00	2.00	22.2%	0.0%	55.6%
Dairy Science	1.00	-	-	6.40	3.00	2.00	13.5%	0.0%	0.0%
Entomology	1.00	-	2.00	8.00	-	3.00	11.1%	N/A	40.0%
Food Microbiology & Toxicology	1.00	-	-	3.00	1.00	-	25.0%	0.0%	N/A
Food Science	-	1.00	1.00	10.00	2.00	-	0.0%	33.3%	100.0%
Genetics	0.50	1.00	1.00	10.67	0.50	0.50	4.5%	66.7%	66.7%
Horticulture	-	1.00	2.00	7.50	1.00	5.00	0.0%	50.0%	28.6%
Nutritional Sciences	3.00	1.00	1.00	4.50	1.00	-	40.0%	50.0%	100.0%
Plant Pathology	5.00	-	1.00	6.00	1.00	0.00	45.5%	0.0%	100.0%
Forest Ecology & Management	-	0.50	-	9.80	4.00	-	0.0%	11.1%	N/A
Natural Resources - Wildlife Ecology	-	0.00	-	3.00	1.00	2.00	0.0%	0.0%	0.0%
Kinesiology	1.00	3.00	6.00	1.00	3.00	3.00	50.0%	50.0%	66.7%
Nelson Institute for Environmental Studies	1.00	1.50	1.00	2.65	0.60	-	27.4%	71.4%	100.0%
Botany	3.00	-	4.50	7.00	0.50	1.00	30.0%	0.0%	81.8%



Communicative Disorders	4.00	2.00	3.00	3.00	1.00	-	57.1%	66.7%	100.0%
Zoology	2.00	3.00	3.00	10.00	1.00	4.00	16.7%	75.0%	42.9%
Anatomy	2.00	3.00	-	10.50	2.00	3.00	16.0%	60.0%	0.0%
Anesthesiology	-	-	-	3.50	1.00	1.00	0.0%	0.0%	0.0%
Biostatistics & Medical Informatics	1.00	0.25	1.50	3.25	2.50	3.00	23.5%	9.1%	33.3%
Family Medicine	1.00	-	1.00	3.10	1.65	1.00	24.4%	0.0%	50.0%
Genetics	-	-	2.00	2.42	0.50	2.50	0.0%	0.0%	44.4%
Obstetrics & Gynecology	-	1.00	1.00	7.00	-	3.00	0.0%	100.0%	25.0%
Medical History & Bioethics	1.00	1.00	0.50	2.90	2.00	1.00	25.6%	33.3%	33.3%
Human Oncology	-	1.00	-	5.05	3.00	0.20	0.0%	25.0%	0.0%
Medicine	3.00	1.00	7.00	23.00	13.75	13.00	11.5%	6.8%	35.0%
Dermatology	-	-	-	3.00	1.00	2.00	0.0%	0.0%	0.0%
Medical Microbiology	2.00	-	3.20	6.50	2.00	-	23.5%	0.0%	100.0%
Medical Physics	-	1.00	-	6.90	3.65	3.20	0.0%	21.5%	0.0%
Neurology	-	-	-	7.50	1.00	1.00	0.0%	0.0%	0.0%
Neurological Surgery	-	1.00	1.00	1.00	1.00	4.00	0.0%	50.0%	20.0%
Oncology	2.00	-	2.00	10.90	-	1.00	15.5%	N/A	66.7%
Ophthalmology & Visual Sciences	2.50	1.00	-	8.00	2.00	-	23.8%	33.3%	N/A
Orthopedics & Rehabilitation	-	1.00	-	3.50	3.00	4.00	0.0%	25.0%	0.0%
Pathology & Laboratory Medicine	4.00	1.00	-	7.00	2.00	5.00	36.4%	33.3%	0.0%
Pediatrics	3.00	1.50	4.75	9.60	1.00	2.00	23.8%	60.0%	70.4%
Pharmacology	1.00	0.50	1.00	6.00	1.00	3.00	14.3%	33.3%	25.0%
Biomolecular Chemistry	1.00	1.00	0.80	4.00	2.00	1.25	20.0%	33.3%	39.0%
Physiology	3.00	2.00	1.00	11.00	-	3.00	21.4%	100.0%	25.0%
Population Health Sciences	3.30	3.00	3.00	7.60	2.40	3.50	30.3%	55.6%	46.2%
Psychiatry	3.51	3.00	2.00	5.20	-	2.40	40.3%	100.0%	45.5%
Radiology	1.50	-	1.00	9.45	3.00	2.20	13.7%	0.0%	31.3%
Surgery	-	-	1.00	18.00	5.00	5.00	0.0%	0.0%	16.7%
School of Pharmacy	1.50	3.00	1.00	11.00	8.00	5.00	12.0%	27.3%	16.7%
Animal Health & Biomedical Sciences	-	-	-	4.00	-	1.00	0.0%	N/A	0.0%
Medical Sciences	1.00	2.00	-	5.00	3.00	1.00	16.7%	40.0%	0.0%
Pathobiological Sciences	-	1.00	-	8.00	3.00	1.00	0.0%	25.0%	0.0%
Comparative Biosciences	3.00	-	1.00	6.00	2.00	1.00	33.3%	0.0%	50.0%
Surgical Sciences	-	2.00	-	3.00	4.00	-	0.0%	33.3%	N/A

<b>Social Studies</b>	<b>112.20</b>	<b>39.00</b>	<b>79.00</b>	<b>227.72</b>	<b>62.00</b>	<b>68.00</b>	<b>33.0%</b>	<b>38.6%</b>	<b>53.7%</b>
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Agricultural & Applied Economics	-	-	3.00	16.90	3.00	2.00	0.0%	0.0%	60.0%
Life Sciences Communication	2.00	2.00	1.00	1.50	1.00	1.00	57.1%	66.7%	50.0%
Rural Sociology	2.00	-	1.00	6.00	1.00	2.00	25.0%	0.0%	33.3%
Natural Resources-Landscape Architecture	1.00	1.00	2.00	2.00	-	1.00	33.3%	100.0%	66.7%
Urban & Regional Planning	-	-	1.00	2.00	-	2.00	0.0%	N/A	33.3%
School of Business	2.00	5.75	6.00	33.00	18.00	11.00	5.7%	24.2%	35.3%
Counseling Psychology	2.00	-	3.00	3.00	1.00	-	40.0%	0.0%	100.0%
Curriculum & Instruction	7.75	2.25	9.00	11.15	2.00	4.00	41.0%	52.9%	69.2%
Educational Leadership & Policy Analysis	3.75	1.00	-	6.00	1.00	3.00	38.5%	50.0%	0.0%

Educational Policy Studies	2.00	1.00	3.00	4.00	1.00	-	33.3%	50.0%	100.0%
Educational Psychology	2.00	2.00	3.00	7.00	3.00	1.00	22.2%	40.0%	75.0%
Rehabilitation Psychology & Special Education	3.00	1.00	1.00	3.00	1.00	2.00	50.0%	50.0%	33.3%
School of Human Ecology	13.00	5.00	3.00	7.00	3.00	4.00	65.0%	62.5%	42.9%
Law School	9.50	1.00	4.00	18.25	3.00	3.00	34.2%	25.0%	57.1%
Anthropology	6.00	2.00	1.00	7.00	3.00	4.00	46.2%	40.0%	20.0%
Afro-American Studies	3.50	1.00	-	3.25	-	1.00	51.9%	100.0%	0.0%
Communication Arts	3.00	2.00	4.00	7.00	3.00	2.00	30.0%	40.0%	66.7%
Economics	0.20	-	4.00	14.00	2.00	7.00	1.4%	0.0%	36.4%
Ethnic Studies	1.00	-	-	-	-	-	100.0%	N/A	N/A
Geography	-	1.00	4.00	10.00	2.00	2.00	0.0%	33.3%	66.7%
LaFollette School of Public Affairs	2.50	-	1.00	4.25	1.00	2.25	37.0%	0.0%	30.8%
School of Journalism & Mass Communication	3.00	-	1.00	7.50	0.50	-	28.6%	0.0%	100.0%
School of Library & Information Studies	2.00	2.00	5.00	-	0.50	1.00	100.0%	80.0%	83.3%
Political Science	4.00	2.00	1.00	17.25	5.00	6.75	18.8%	28.6%	12.9%
Psychology	12.00	1.00	1.00	13.00	1.00	4.00	48.0%	50.0%	20.0%
Social Work	3.50	1.00	7.00	3.00	-	1.00	53.8%	100.0%	87.5%
Sociology	7.00	2.00	6.00	16.92	6.00	1.00	29.3%	25.0%	85.7%
Urban & Regional Planning	-	-	-	3.75	-	-	0.0%	N/A	N/A
School of Nursing	12.50	3.00	4.00	-	-	-	100.0%	100.0%	100.0%
Professional Development & Applied Studies	2.00	-	-	-	-	-	100.0%	N/A	N/A

<b>Humanities</b>	<b>89.00</b>	<b>34.75</b>	<b>34.50</b>	<b>138.23</b>	<b>38.00</b>	<b>36.00</b>	<b>39.2%</b>	<b>47.8%</b>	<b>48.9%</b>
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Art	5.00	5.00	1.00	8.00	3.00	4.00	38.5%	62.5%	20.0%
Dance	2.00	-	-	2.00	1.00	-	50.0%	0.0%	N/A
African Languages & Literature	3.00	-	1.00	2.50	-	2.00	54.5%	N/A	33.3%
Art History	4.00	2.00	2.00	4.75	-	-	45.7%	100.0%	100.0%
Classics	4.00	-	-	1.00	1.00	1.00	80.0%	0.0%	0.0%
Comparative Literature	1.00	-	-	1.25	-	2.00	44.4%	N/A	0.0%
East Asian Languages & Literature	1.00	3.00	2.00	1.00	2.00	2.00	50.0%	60.0%	50.0%
English	15.20	7.00	6.00	14.30	4.00	4.00	51.5%	63.6%	60.0%
French & Italian	5.00	2.00	1.00	12.25	1.00	1.00	29.0%	66.7%	50.0%
German	4.00	2.00	-	7.35	1.00	1.00	35.2%	66.7%	0.0%
Hebrew & Semitic Studies	2.00	-	-	2.00	-	-	50.0%	N/A	N/A
History	10.50	3.00	3.00	19.00	9.00	3.00	35.6%	25.0%	50.0%
History of Science	1.00	-	1.00	1.50	2.00	1.00	40.0%	0.0%	50.0%
Linguistics	3.00	-	1.00	2.00	-	1.00	60.0%	N/A	50.0%
School of Music	9.50	3.00	3.00	23.00	6.00	2.00	29.2%	33.3%	60.0%
Philosophy	2.00	-	1.00	13.00	1.00	2.00	13.3%	0.0%	33.3%
Scandinavian Studies	2.00	-	2.00	2.00	-	-	50.0%	N/A	100.0%
Slavic Languages	2.00	-	-	4.00	1.00	1.00	33.3%	0.0%	0.0%
Languages & Cultures of Asia	3.00	-	1.00	5.33	1.00	1.00	36.0%	0.0%	50.0%
Spanish & Portuguese	4.00	3.00	4.00	6.00	3.00	5.00	40.0%	50.0%	44.4%
Theatre & Drama	2.00	2.75	3.00	4.00	2.00	2.00	33.3%	57.9%	60.0%
Women's Studies Program	1.00	-	2.50	-	-	-	100.0%	N/A	100.0%

Social Sciences	-	-	-	-	-	1.00	N/A	N/A	0.0%
Liberal Studies & the Arts	2.80	2.00	-	2.00	-	-	58.3%	100.0%	N/A

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SOURCE: October 2006 IADS Frozen slice

NOTES: Faculty are assigned to discipline based on tenure home departments using the the classification system developed for the Women in Science and Engineering Leadership Institute (WISELI). An individual tenured in more than one department is shown based on the tenure split. Thus, a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences and .5 FTE in Biological Sciences. Faculty with zero-dollar appointments and faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are excluded from the salary median and salary FTE calculations. 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

**Table 3a. Tenure Promotion Outcomes by Gender, 2006**

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**2002 - 2006**

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<b>Division/Department</b>	<b>Women</b>			<b>Men</b>		
	<b>Reviewed</b>	<b>Achieved</b>	<b>%</b>	<b>Reviewed</b>	<b>Achieved</b>	<b>%</b>
Physical Sciences	11	11	100.0%	60	53	88.3%
Biological Sciences	29	26	89.7%	51	43	84.3%
Social Studies	34	29	85.3%	59	57	96.6%
Humanities	41	40	97.6%	31	30	96.8%

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SOURCE: Office of the Secretary of the Faculty.

**Table 3b. Tenure Promotion Outcomes by Gender, 2006**

## Physical Sciences

Entering Cohort	Women				Men			
	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured
1987-91	<b>16</b>	<b>0.0%</b>	<b>12.5%</b>	<b>87.5%</b>	<b>87</b>	<b>0.0%</b>	<b>24.1%</b>	<b>75.9%</b>
1991-95	<b>7</b>	<b>0.0%</b>	<b>57.1%</b>	<b>42.9%</b>	<b>35</b>	<b>0.0%</b>	<b>20.0%</b>	<b>80.0%</b>
1995-99	<b>10</b>	<b>0.0%</b>	<b>40.0%</b>	<b>60.0%</b>	<b>34</b>	<b>0.0%</b>	<b>11.8%</b>	<b>88.2%</b>
1999-03	<b>15</b>	46.7%	13.3%	40.0%	<b>76</b>	34.2%	13.2%	52.6%
2003-07	20	100.0%	0.0%	0.0%	57	94.7%	1.8%	3.5%

## Biological Sciences

Entering Cohort	Women				Men			
	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured
1987-91	<b>27</b>	<b>0.0%</b>	<b>40.7%</b>	<b>59.3%</b>	<b>103</b>	<b>0.0%</b>	<b>32.0%</b>	<b>68.0%</b>
1991-95	<b>26</b>	<b>0.0%</b>	<b>26.9%</b>	<b>73.1%</b>	<b>82</b>	<b>0.0%</b>	<b>24.4%</b>	<b>75.6%</b>
1995-99	<b>23</b>	4.3%	21.7%	73.9%	<b>49</b>	2.0%	26.5%	71.4%
1999-03	<b>46</b>	45.7%	17.4%	37.0%	<b>86</b>	40.7%	20.9%	38.4%
2003-07	30	96.7%	3.3%	0.0%	57	94.7%	3.5%	1.8%

## Social Studies

Entering Cohort	Women				Men			
	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured
1987-91	<b>72</b>	<b>0.0%</b>	<b>51.4%</b>	<b>48.6%</b>	<b>83</b>	<b>0.0%</b>	<b>54.2%</b>	<b>45.8%</b>
1991-95	<b>48</b>	2.1%	43.8%	54.2%	<b>51</b>	<b>0.0%</b>	<b>41.2%</b>	<b>58.8%</b>
1995-99	<b>41</b>	2.4%	56.1%	41.5%	<b>54</b>	3.7%	48.1%	48.1%
1999-03	<b>52</b>	38.5%	36.5%	25.0%	<b>78</b>	26.9%	23.1%	50.0%
2003-07	63	92.1%	3.2%	4.8%	47	89.4%	4.3%	6.4%

## Humanities

Entering Cohort	Women				Men			
	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured	Total Hired	% Still Probation	% Left w/o Tenure	% Tenured
1987-91	<b>44</b>	<b>0.0%</b>	<b>36.4%</b>	<b>63.6%</b>	<b>50</b>	<b>0.0%</b>	<b>36.0%</b>	<b>64.0%</b>
1991-95	<b>27</b>	<b>0.0%</b>	<b>22.2%</b>	<b>77.8%</b>	<b>25</b>	<b>0.0%</b>	<b>24.0%</b>	<b>76.0%</b>
1995-99	<b>23</b>	4.3%	21.7%	73.9%	<b>21</b>	<b>0.0%</b>	<b>14.3%</b>	<b>85.7%</b>
1999-03	<b>47</b>	21.3%	10.6%	68.1%	<b>43</b>	37.2%	14.0%	48.8%
2003-07	25	88.0%	8.0%	4.0%	25	92.0%	0.0%	8.0%

SOURCE: UW Madison Tenure file and IADS appointment information system, Dec 2006

NOTE: Numbers in **BOLDFACE** are final; numbers in normal typeface are in flux and will change year-to-year as new faculty are hired, are tenured, and/or leave the UW without tenure.

NOTE: Probationary faculty only. Adjustments made for time on tenure clock outside UW; no adjustments for tenure clock extensions.

NOTE: 1987-91 cohort hired between June 1987 and May 1991; 1991-95 cohort hired between June 1991 and May 1995; 1995-99 cohort hired between June 1995 and May 1999; 1999-03 cohort hired between June 1999 and May 2003; 2003-07 cohort hired after May 15 2003.

**Table 4. Median Years in Rank by Gender, 2006**

Division	Women			Men			Women's Median Time in Rank as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Total	7.1	2.1	3.1	11.3	2.8	3.1	62.8%	75.0%	100.0%
Physical Sciences	5.2	1.1	2.3	11.3	2.1	2.1	46.0%	52.4%	109.5%
Biological Sciences	7.1	3.3	3.5	11.1	4.1	3.3	64.0%	80.5%	106.1%
Social Studies	7.1	1.1	2.1	12.1	1.6	2.1	58.7%	68.8%	100.0%
Humanities	8.1	2.1	1.8	12.1	2.1	2.7	66.9%	100.0%	66.7%

SOURCE: UW Madison IADS (Integrated Appointment Data System), October 2006 and Tenure File.

NOTES:

Years in rank computed only for those currently holding that rank.

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

**Table 5a. Time at Institution (Median Numer of Years) by Gender and Rank, 2006**

Division/Department	Women				Men				Women's Median as % of Men's			
	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant
Physical Sciences	6.0	16.5	6.0	2.0	16.0	19.0	7.0	2.0	37.5%	86.8%	85.7%	100.0%
Biological Sciences	7.0	16.0	9.0	3.0	14.0	19.0	9.0	3.0	50.0%	84.2%	100.0%	100.0%
Social Studies	7.0	17.0	7.0	2.0	13.0	20.0	6.0	2.0	53.8%	85.0%	116.7%	100.0%
Humanities	10.0	18.0	6.0	2.0	15.0	18.0	7.5	2.5	66.7%	100.0%	80.0%	80.0%

SOURCE: October 2006 IADS Frozen slice

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

**Table 5b. Attrition by Gender, 2005-2006**

	Headcounts			%		
	Retired	Resigned	2005 Total	Retired	Resigned	Left UW
Total	71	61	2219	3.2%	2.7%	5.9%
Women	9	20	617	1.5%	3.2%	4.7%
Men	62	41	1602	3.9%	2.6%	6.4%
Physical Sciences						
Women	0	1	58	0.0%	1.7%	1.7%
Men	14	8	446	3.1%	1.8%	4.9%
Biological Sciences						
Women	4	3	156	2.6%	1.9%	4.5%
Men	24	12	545	4.4%	2.2%	6.6%
Social Studies						
Women	4	11	220	1.8%	5.0%	6.8%
Men	11	16	370	3.0%	4.3%	7.3%
Humanities						
Women	1	5	183	0.5%	2.7%	3.3%
Men	13	5	241	5.4%	2.1%	7.5%

SOURCE: IADS appointment system, Feb. 2006

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.

Discipline is assigned based on appointment major department.

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



**Table 6. Number of Women in Science & Engineering Who are in Non-Tenure-Track Positions, 2006**

		Women		Men		% Female
		Mean FTE	Total FTE	Mean FTE	Total FTE	
Physical Sciences						
	Teaching	0.8	25.6	0.7	59.3	30.1%
	Research	0.8	41.7	0.9	280.3	12.9%
	Clinical	N/A	N/A	N/A	N/A	N/A
Biological Sciences						
	Teaching	0.7	50.7	0.8	35.3	59.0%
	Research	0.8	265.6	0.8	341.2	43.8%
	Clinical	0.8	309.0	0.8	532.8	36.7%
Social Studies						
	Teaching	0.5	88.3	0.6	75.4	54.0%
	Research	0.7	62.0	0.8	51.4	54.7%
	Clinical	0.7	39.1	0.8	16.6	70.1%
Humanities						
	Teaching	0.6	59.7	0.6	47.3	55.8%
	Research	0.8	2.5	0.9	8.5	22.7%
	Clinical	N/A	N/A	N/A	N/A	N/A
Administrative Units						
	Teaching	0.8	6.0	0.4	2.0	74.8%
	Research	0.7	9.2	0.8	6.2	60.0%
	Clinical	0.6	4.7	0.7	3.0	61.1%

SOURCE: October Payroll 2006

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

**Table 7a. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2006**

Division	Total Faculty (Full Profs.)			Department Chairs				
	Women	Men	% Women	Women	Men	% Women	% Women Chairs	% Men Chairs
Physical Sciences	27	286	<b>8.6%</b>	5	15	<b>25.0%</b>	18.5%	5.2%
Biological Sciences	73	391	<b>15.7%</b>	5	43	<b>10.4%</b>	6.8%	11.0%
Social Studies	81	182	<b>30.8%</b>	9	16	<b>36.0%</b>	11.1%	8.8%
Humanities	91	144	<b>38.7%</b>	10	12	<b>45.5%</b>	11.0%	8.3%
Total	261	949	<b>21.6%</b>	29	86	<b>25.2%</b>	11.1%	9.1%

SOURCE: IADS appointment system frozen slice, October 2006.

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., 7 chairs, or 6% of total in 2002) hold the rank of associate professor.

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

**Table 7b. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2006**

Division	Total Faculty (Full Profs.)			Deans (Faculty)				
	Women	Men	% Women	Women	Men	% Women	% Women Deans	% Men Deans
Physical Sciences	26	294	<b>8.1%</b>	1	9	<b>10.0%</b>	3.8%	3.1%
Biological Sciences	65	345	<b>15.9%</b>	3	16	<b>15.8%</b>	4.6%	4.6%
Social Studies	105	231	<b>31.3%</b>	13	19	<b>40.6%</b>	12.4%	8.2%
Humanities	102	149	<b>40.6%</b>	2	2	<b>50.0%</b>	2.0%	1.3%
Total	298	1019	<b>22.6%</b>	19	46	<b>29.2%</b>	6.4%	4.5%

SOURCE: IADS Frozen Appointment Data view, October 2006.

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

**Table 7c. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2006**

Division	Total Faculty (Full Profs.)			Central Administration				
	Women	Men	% Women	Women	Men	% Women	% Women Admin.	% Men Admin.
Physical Sciences	26	294	<b>8.1%</b>	1	2	<b>33.3%</b>	3.8%	0.7%
Biological Sciences	65	345	<b>15.9%</b>	0	0	<b>N/A</b>	0.0%	0.0%
Social Studies	105	231	<b>31.3%</b>	0	1	<b>0.0%</b>	0.0%	0.4%
Humanities	102	149	<b>40.6%</b>	1	1	<b>50.0%</b>	1.0%	0.7%
Total	298	1019	<b>22.6%</b>	2	6	<b>25.0%</b>	0.7%	0.6%

SOURCE: IADS Frozen Appointment Data view, October 2006.

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

**Table 7d. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2006**

Division	Total Faculty (Full Profs.)			Large Center & Institute Directors				
	Women	Men	% Women	Women	Men	% Women	% Women Directors	% Men Directors
Physical Sciences	26	294	<b>8.1%</b>	0	18	<b>0.0%</b>	0.0%	6.1%
Biological Sciences	65	345	<b>15.9%</b>	1	15	<b>6.3%</b>	1.5%	4.3%
Social Studies	105	231	<b>31.3%</b>	7	12	<b>36.8%</b>	6.7%	5.2%
Humanities	102	149	<b>40.6%</b>	8	12	<b>40.0%</b>	7.8%	8.1%
Total	298	1019	<b>22.6%</b>	16	57	<b>21.9%</b>	5.4%	5.6%

SOURCE: IADS appointment system frozen slice, October 2006.

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 associate or assistant academic program directors. Excludes three male assistant academic program directors without faculty status.

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

**Table 8. Number of Women Science & Engineering Faculty in Endowed/Named Chairs  
Chairs, 2006**

	<u>Women</u>	<u>Men</u>	<u>% Female</u>
<b>Named Professorships</b>			
Vilas Professors	4	11	26.7%
Hilldale Professors	3	10	23.1%
John Bascom Professors	1	4	20.0%
Evju-Bascom Professors	4	6	40.0%
Named-Bascom Professors	19	44	30.2%
Steenbock Professors	1	9	10.0%
Wisconsin Distinguished Professors	0	8	0.0%
Other named professorships (incl. WARF)	38	196	16.2%
Holds two named professorships	7	34	17.1%
New named professorships	9	20	31.0%
Number holding named professorships	63	254	19.9%
<b>Full Professors at UW-Madison</b>	<b>298</b>	<b>1019</b>	<b>22.6%</b>
<b>Major Awards</b>			
Vilas Associate Award	11	15	42.3%
Hilldale Award	0.5	3.5	12.5%
H. I. Romnes Faculty Fellowship	2	2	50.0%
WARF Kellett Mid-Career Award	2	5	28.6%
<b>Tenured Professors at UW-Madison</b>	<b>433</b>	<b>1278</b>	<b>25.3%</b>

SOURCE: Office of the Provost. Totals from IADS appointment system frozen slice October 2006.

NOTE: Counts of Full Professors are headcounts of active "Professor" appointments in October 2006; counts of Tenured Professors are headcounts of active "Professor" and "Associate Professor" appointments in October 2006.

Prepared by: Jennifer Sheridan, WISELI

**Table 9. Number and Percent of Women Science & Engineering Faculty on Promotion and Tenure Committees, 2006**

		Women	Men	% Female
Faculty Senate				
	Physical Sciences	2	44	4.3%
	Biological Sciences	12	58	17.1%
	Social Studies	22	37	37.3%
	Arts & Humanities	15	22	40.5%
	<b>Senators (total)</b>	<b>51</b>	<b>161</b>	<b>24.1%</b>
	Physical Sciences	4	33	10.8%
	Biological Sciences	18	48	27.3%
	Social Studies	15	22	40.5%
	Arts & Humanities	11	18	37.9%
	<b>Alternates (Total)</b>	<b>48</b>	<b>121</b>	<b>28.4%</b>
Athletic Board		9	13	40.9%
Campus Planning Committee		6	7	46.2%
Divisional Executive Committees*				
	Physical Sciences	2	10	16.7%
	Bio. Sciences, Curriculum Planning	3	6	33.3%
	Bio. Sciences, Strategic Planning	0	9	0.0%
	Bio. Sciences, Tenure	5	7	41.7%
	Social Studies	5	7	41.7%
	Arts & Humanities	4	8	33.3%
Faculty Compensation and Economic Benefits Commission*		2	7	22.2%
Faculty Rights and Responsibilities Committee*		6	3	66.7%
Library Committee*		7	6	53.8%
University Committee*		3	3	50.0%
University Academic Planning Council		4	10	28.6%
Graduate School Academic Planning Council		3	4	42.9%
Graduate School Executive Committee				
	Physical Sciences	0	5	0.0%
	Biological Sciences	2	2	50.0%
	Social Studies	3	3	50.0%
	Arts & Humanities	3	2	60.0%
Graduate School Research Committee				
	Physical Sciences	3	8	27.3%
	Biological Sciences	4	7	36.4%
	Social Studies	3	7	30.0%
	Arts & Humanities	5	6	45.5%
<b>All Faculty</b>		<b>639</b>	<b>1571</b>	<b>28.9%</b>
	<b>Physical Sciences</b>	<b>64</b>	<b>439</b>	<b>12.7%</b>
	<b>Biological Sciences</b>	<b>163</b>	<b>539</b>	<b>23.2%</b>
	<b>Social Studies</b>	<b>228</b>	<b>361</b>	<b>38.7%</b>
	<b>Arts &amp; Humanities</b>	<b>184</b>	<b>232</b>	<b>44.2%</b>

SOURCE: 2006-2007 Faculty Senate and UW-Madison Committees, Office of the Secretary of the faculty, November 2006. Totals from IADS appointment system frozen slice October 2006.

NOTE: Counts of All Faculty by Division are headcounts of active faculty appointments in October 2006. Unassigned faculty have been temporarily assigned a division according to their departmental affiliation and/or research interests.

Prepared by: Jennifer Sheridan, WISELI

\* Members chosen by election of faculty.

**Table 10a. Salary of Science & Engineering Faculty by Gender (Controlling for Department), 2006**

<b>Division/Department</b>	<b>Women, Median</b>	<b>Men, Median</b>	<b>Women's Median as % of Men's</b>
<b>Physical Sciences</b>	<b>84,464</b>	<b>94,173</b>	<b>89.7%</b>
Biological Systems Engineering	59,963	84,122	71.3%
Soil Science	63,020	77,788	81.0%
Chemical & Biological Engineering	105,331	100,178	105.1%
Civil & Environmental Engineering	81,062	96,444	84.1%
Electrical & Computer Engineering	84,641	103,888	81.5%
Biomedical Engineering	80,000	94,741	84.4%
Industrial Engineering	125,465	124,676	100.6%
Mechanical Engineering	89,803	97,665	92.0%
Materials Science & Engineering	84,072	108,401	77.6%
Engineering Physics	91,298	112,572	81.1%
Engineering Professional Development	N/A	95,173	N/A
Astronomy	77,726	88,434	87.9%
Chemistry	68,508	87,822	78.0%
Computer Sciences	92,087	113,563	81.1%
Geology & Geophysics	75,105	79,412	94.6%
Mathematics	80,000	91,069	87.8%
Atmospheric & Oceanic Sciences	61,140	87,693	69.7%
Physics	95,271	91,192	104.5%
Statistics	81,725	98,495	83.0%
<b>Biological Sciences</b>	<b>78,683</b>	<b>88,388</b>	<b>89.0%</b>
Agronomy	66,130	74,454	88.8%
Animal Science	81,539	79,549	102.5%
Bacteriology	78,513	91,796	85.5%
Biochemistry	92,868	112,740	82.4%
Dairy Science	85,052	77,016	110.4%
Entomology	60,587	85,366	71.0%
Food Microbiology & Toxicology	85,674	82,992	103.2%
Food Science	64,510	83,383	77.4%
Genetics	69,161	114,460	60.4%
Horticulture	65,252	79,458	82.1%
Nutritional Sciences	82,199	97,308	84.5%
Plant Pathology	75,959	93,242	81.5%
Forest Ecology & Management	72,041	91,235	79.0%
Natural Resources - Wildlife Ecology	N/A	77,438	N/A
Kinesiology	59,262	64,454	91.9%
Nelson Institute for Environmental Studies	72,041	92,005	78.3%
Botany	57,338	91,259	62.8%
Communicative Disorders	79,791	83,046	96.1%
Zoology	65,812	80,314	81.9%
Anatomy	78,797	97,859	80.5%
Anesthesiology	N/A	93,646	N/A
Biostatistics & Medical Informatics	70,085	90,517	77.4%



Family Medicine	104,564	102,907	101.6%
Genetics	66,532	75,212	88.5%
Obstetrics & Gynecology	52,948	80,633	65.7%
Medical History & Bioethics	87,206	91,242	95.6%
Human Oncology	70,993	94,084	75.5%
Medicine	85,393	84,259	101.3%
Dermatology	N/A	102,308	N/A
Medical Microbiology	75,729	103,351	73.3%
Medical Physics	81,334	85,409	95.2%
Neurology	N/A	89,721	N/A
Neurological Surgery	71,446	65,224	109.5%
Oncology	90,147	111,835	80.6%
Ophthalmology & Visual Sciences	102,102	108,842	93.8%
Orthopedics & Rehabilitation	72,508	66,066	109.8%
Pathology & Laboratory Medicine	95,071	88,353	107.6%
Pediatrics	91,235	103,621	88.0%
Pharmacology	85,282	90,599	94.1%
Biomolecular Chemistry	79,279	96,803	81.9%
Physiology	99,628	115,317	86.4%
Population Health Sciences	87,255	102,152	85.4%
Psychiatry	90,051	85,961	104.8%
Radiology	81,343	77,114	105.5%
Surgery	77,727	66,379	117.1%
School of Pharmacy	75,197	84,354	89.1%
Animal Health & Biomedical Sciences	N/A	93,525	N/A
Medical Sciences	85,865	91,219	94.1%
Pathobiological Sciences	69,549	97,585	71.3%
Comparative Biosciences	89,330	94,062	95.0%
Surgical Sciences	78,945	71,963	109.7%
<b>Social Studies</b>	<b>77,178</b>	<b>96,007</b>	<b>80.4%</b>
Agricultural & Applied Economics	73,299	93,155	78.7%
Life Sciences Communication	66,496	93,734	70.9%
Rural Sociology	94,475	73,007	129.4%
Natural Resources-Landscape Architecture	62,367	75,665	82.4%
Urban & Regional Planning	56,162	68,295	N/A
School of Business	144,000	156,967	91.7%
Counseling Psychology	57,000	89,717	63.5%
Curriculum & Instruction	61,539	87,863	70.0%
Educational Leadership & Policy Analysis	76,082	94,036	80.9%
Educational Policy Studies	64,765	87,689	73.9%
Educational Psychology	62,932	95,000	66.2%
Rehabilitation Psychology & Special Education	73,184	67,213	108.9%
School of Human Ecology	74,182	75,763	97.9%
Law School	129,240	124,863	103.5%
Anthropology	71,812	67,847	105.8%
Afro-American Studies	84,375	102,442	82.4%
Communication Arts	60,821	76,794	79.2%
Economics	96,500	160,224	60.2%
Ethnic Studies	88,509	N/A	N/A
Geography	56,889	80,654	70.5%

LaFollette School of Public Affairs	88,823	94,933	93.6%
School of Journalism & Mass Communication	86,247	86,740	99.4%
School of Library & Information Studies	68,000	66,000	103.0%
Political Science	85,078	88,325	96.3%
Psychology	97,899	101,159	96.8%
Social Work	65,073	94,611	68.8%
Sociology	88,312	89,760	98.4%
Urban & Regional Planning	N/A	71,756	N/A
School of Nursing	87,887	N/A	N/A
Professional Development & Applied Studies	63,376	75,212	84.3%
<b>Humanities</b>	<b>70,174</b>	<b>75,374</b>	<b>93.1%</b>
Art	66,999	64,542	103.8%
Dance	68,341	62,580	109.2%
African Languages & Literature	86,153	76,659	112.4%
Art History	75,869	82,532	91.9%
Classics	85,718	73,248	117.0%
Comparative Literature	84,004	50,077	167.7%
East Asian Languages & Literature	55,214	59,323	93.1%
English	72,937	86,488	84.3%
French & Italian	63,550	83,460	76.1%
German	72,113	73,714	97.8%
Hebrew & Semitic Studies	74,927	100,230	74.8%
History	83,190	81,368	102.2%
History of Science	67,141	70,977	94.6%
Linguistics	72,672	64,590	112.5%
School of Music	69,625	75,979	91.6%
Philosophy	70,199	79,798	88.0%
Scandinavian Studies	67,107	75,013	89.5%
Slavic Languages	99,454	81,023	122.7%
Languages & Cultures of Asia	77,293	79,466	97.3%
Spanish & Portuguese	59,261	62,415	94.9%
Theatre & Drama	61,931	70,497	87.8%
Women's Studies Program	59,108	N/A	N/A
Social Sciences	N/A	69,374	N/A
Liberal Studies & the Arts	70,374	70,945	99.2%

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SOURCE: October 2006 IADS Frozen slice

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. Salary paid on 9-month basis.

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

**Table 10b. Salary of Science & Engineering Faculty by Gender (Controlling for Department and Rank), 2006**

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
<b>Physical Sciences</b>	<b>110,385</b>	<b>81,725</b>	<b>78,683</b>	<b>108,748</b>	<b>82,522</b>	<b>75,256</b>	<b>101.5%</b>	<b>99.0%</b>	<b>104.6%</b>
Biological Systems Engineering	N/A	N/A	59,963	86,479	69,635	65,000	N/A	N/A	92.3%
Soil Science	N/A	90,000	62,426	81,588	68,300	61,299	N/A	131.8%	101.8%
Chemical & Biological Engineering	105,331	N/A	N/A	130,482	87,459	80,510	80.7%	N/A	N/A
Civil & Environmental Engineering	103,534	N/A	78,863	111,425	77,087	82,818	92.9%	N/A	95.2%
Electrical & Computer Engineering	121,893	101,942	84,289	116,508	88,399	85,196	104.6%	115.3%	98.9%
Biomedical Engineering	N/A	N/A	80,000	121,466	85,808	81,827	N/A	N/A	97.8%
Industrial Engineering	125,465	N/A	N/A	140,286	N/A	82,831	89.4%	N/A	N/A
Mechanical Engineering	144,068	89,803	78,908	112,204	85,472	78,033	128.4%	105.1%	101.1%
Materials Science & Engineering	107,322	N/A	82,621	122,916	82,522	84,566	87.3%	N/A	97.7%
Engineering Physics	102,286	91,298	N/A	141,539	90,787	89,685	72.3%	100.6%	N/A
Engineering Professional Development	N/A	N/A	N/A	114,853	86,470	N/A	N/A	N/A	N/A
Astronomy	92,644	77,726	77,000	94,879	77,137	78,147	97.6%	100.8%	98.5%
Chemistry	93,288	N/A	67,791	113,881	73,075	67,000	81.9%	N/A	101.2%
Computer Sciences	117,830	86,885	86,000	123,967	91,744	86,081	95.0%	94.7%	99.9%
Geology & Geophysics	82,997	69,310	N/A	84,718	75,000	62,575	98.0%	92.4%	N/A
Mathematics	102,286	80,000	78,683	97,153	76,783	68,373	105.3%	104.2%	115.1%
Atmospheric & Oceanic Sciences	N/A	N/A	61,140	93,797	N/A	62,761	N/A	N/A	97.4%
Physics	114,572	N/A	69,832	97,533	77,469	70,000	117.5%	N/A	99.8%
Statistics	152,016	81,725	66,335	108,134	84,135	71,403	140.6%	97.1%	92.9%
<b>Biological Sciences</b>	<b>101,293</b>	<b>77,271</b>	<b>64,662</b>	<b>101,590</b>	<b>74,468</b>	<b>63,356</b>	<b>99.7%</b>	<b>103.8%</b>	<b>102.1%</b>
Agronomy	N/A	67,260	65,000	75,744	N/A	59,891	N/A	N/A	108.5%
Animal Science	N/A	N/A	81,539	87,969	77,667	60,042	N/A	N/A	135.8%
Bacteriology	89,849	78,513	63,821	93,998	68,250	68,396	95.6%	115.0%	93.3%
Biochemistry	96,086	N/A	64,565	115,220	71,003	76,006	83.4%	N/A	84.9%
Dairy Science	85,052	N/A	N/A	89,225	67,129	67,320	95.3%	N/A	N/A
Entomology	90,961	N/A	59,700	89,820	N/A	59,470	101.3%	N/A	100.4%
Food Microbiology & Toxicology	85,674	N/A	N/A	88,197	65,886	N/A	97.1%	N/A	N/A
Food Science	N/A	68,425	60,595	87,040	70,233	N/A	N/A	97.4%	N/A
Genetics	N/A	70,220	66,381	119,182	99,761	67,042	N/A	70.4%	99.0%
Horticulture	N/A	67,929	62,576	91,955	81,695	61,866	N/A	83.1%	101.1%
Nutritional Sciences	83,788	67,212	61,823	97,308	70,339	N/A	86.1%	95.6%	N/A
Plant Pathology	77,011	N/A	60,953	95,010	85,519	N/A	81.1%	N/A	N/A
Forest Ecology & Management	N/A	72,041	N/A	93,839	62,786	N/A	N/A	114.7%	N/A
Natural Resources - Wildlife Ecology	N/A	N/A	N/A	91,014	70,598	60,775	N/A	N/A	N/A
Kinesiology	97,538	68,000	57,697	109,706	67,197	57,538	88.9%	101.2%	100.3%
Nelson Institute for Environmental Studies	N/A	70,713	73,799	92,005	102,152	N/A	N/A	69.2%	N/A

Botany	98,208	N/A	55,494	95,220	73,694	52,218	103.1%	N/A	106.3%
Communicative Disorders	108,310	73,995	63,193	88,526	76,309	N/A	122.3%	97.0%	N/A
Zoology	93,076	66,468	59,838	89,012	60,511	59,742	104.6%	109.8%	100.2%
Anatomy	109,523	78,611	N/A	112,874	79,596	69,545	97.0%	98.8%	N/A
Anesthesiology	N/A	N/A	N/A	106,364	80,740	66,219	N/A	N/A	N/A
Biostatistics & Medical Informatics	88,834	118,231	70,085	113,672	90,517	70,207	78.1%	130.6%	99.8%
Family Medicine	132,514	N/A	76,614	117,475	102,907	66,737	112.8%	N/A	114.8%
Genetics	N/A	N/A	66,532	85,009	99,761	65,097	N/A	N/A	102.2%
Obstetrics & Gynecology	N/A	70,043	35,854	102,092	N/A	60,519	N/A	N/A	59.2%
Medical History & Bioethics	146,837	87,206	61,058	129,144	80,187	58,605	113.7%	108.8%	104.2%
Human Oncology	N/A	70,993	N/A	94,718	61,730	68,960	N/A	115.0%	N/A
Medicine	122,727	90,466	79,532	106,942	75,995	64,604	114.8%	119.0%	123.1%
Dermatology	N/A	N/A	N/A	129,926	94,052	66,264	N/A	N/A	N/A
Medical Microbiology	114,701	N/A	68,960	114,959	88,088	N/A	99.8%	N/A	N/A
Medical Physics	N/A	81,334	N/A	90,455	81,616	68,960	N/A	99.7%	N/A
Neurology	N/A	N/A	N/A	99,263	89,721	65,891	N/A	N/A	N/A
Neurological Surgery	N/A	81,967	60,924	114,864	46,145	65,224	N/A	177.6%	93.4%
Oncology	106,724	N/A	73,055	116,777	N/A	69,343	91.4%	N/A	105.4%
Ophthalmology & Visual Sciences	112,732	80,921	N/A	115,787	86,925	N/A	97.4%	93.1%	N/A
Orthopedics & Rehabilitation	N/A	72,508	N/A	111,949	67,174	61,827	N/A	107.9%	N/A
Pathology & Laboratory Medicine	92,328	108,286	N/A	105,842	75,393	51,639	87.2%	143.6%	N/A
Pediatrics	111,824	96,760	64,662	121,836	72,157	53,881	91.8%	134.1%	120.0%
Pharmacology	111,887	85,282	71,637	110,318	78,973	68,952	101.4%	108.0%	103.9%
Biomolecular Chemistry	95,218	79,279	69,343	102,827	78,752	72,631	92.6%	100.7%	95.5%
Physiology	110,431	87,440	62,921	119,842	N/A	68,727	92.1%	N/A	91.6%
Population Health Sciences	109,689	87,255	73,636	120,604	69,837	74,979	90.9%	124.9%	98.2%
Psychiatry	125,659	70,861	72,182	106,679	N/A	60,550	117.8%	N/A	119.2%
Radiology	67,178	N/A	81,818	78,631	64,155	68,960	85.4%	N/A	118.6%
Surgery	N/A	N/A	77,727	78,684	54,031	36,655	N/A	N/A	212.1%
School of Pharmacy	75,197	86,368	65,079	106,895	79,666	64,443	70.3%	108.4%	101.0%
Animal Health & Biomedical Sciences	N/A	N/A	N/A	101,855	N/A	62,102	N/A	N/A	N/A
Medical Sciences	107,668	79,943	N/A	104,727	76,408	68,626	102.8%	104.6%	N/A
Pathobiological Sciences	N/A	69,549	N/A	102,416	72,122	67,697	N/A	96.4%	N/A
Comparative Biosciences	100,064	N/A	62,929	101,035	66,518	68,321	99.0%	N/A	92.1%
Surgical Sciences	N/A	78,945	N/A	119,034	71,112	N/A	N/A	111.0%	N/A
<b>Social Studies</b>	<b>91,054</b>	<b>68,047</b>	<b>60,622</b>	<b>107,751</b>	<b>74,403</b>	<b>63,872</b>	<b>84.5%</b>	<b>91.5%</b>	<b>94.9%</b>
Agricultural & Applied Economics	N/A	N/A	73,299	107,127	84,272	74,801	N/A	N/A	98.0%
Life Sciences Communication	82,663	66,019	61,194	99,691	N/A	64,254	82.9%	N/A	95.2%
Rural Sociology	104,214	N/A	60,000	79,813	71,250	59,079	130.6%	N/A	101.6%
Natural Resources-Landscape Architecture	97,234	68,047	56,372	84,999	N/A	56,949	114.4%	N/A	99.0%
Urban & Regional Planning	N/A	N/A	56,162	81,746	N/A	60,602	N/A	N/A	92.7%
School of Business	191,999	165,000	122,733	173,925	141,231	116,481	110.4%	116.8%	105.4%
Counseling Psychology	84,192	N/A	56,353	90,844	64,413	N/A	92.7%	N/A	N/A
Curriculum & Instruction	86,237	63,357	56,758	103,565	73,609	56,493	83.3%	86.1%	100.5%

Educational Leadership & Policy Analysis	77,270	66,991	N/A	108,247	67,733	57,714	71.4%	98.9%	N/A
Educational Policy Studies	85,236	69,680	56,753	91,166	65,619	N/A	93.5%	106.2%	N/A
Educational Psychology	90,481	68,647	55,660	103,024	62,167	55,152	87.8%	110.4%	100.9%
Rehabilitation Psychology & Special Education	80,280	63,373	57,105	87,152	63,254	57,417	92.1%	100.2%	99.5%
School of Human Ecology	82,825	65,329	56,915	80,764	65,688	62,350	102.6%	99.5%	91.3%
Law School	136,573	108,342	93,681	134,046	111,000	103,149	101.9%	97.6%	90.8%
Anthropology	74,073	64,077	60,589	87,701	62,332	53,810	84.5%	102.8%	112.6%
Afro-American Studies	84,375	62,059	N/A	112,967	N/A	64,900	74.7%	N/A	N/A
Communication Arts	76,037	71,592	55,480	84,428	65,899	56,463	90.1%	108.6%	98.3%
Economics	140,687	N/A	93,520	178,816	156,615	93,820	78.7%	N/A	99.7%
Ethnic Studies	88,509	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geography	N/A	66,461	54,096	96,411	64,605	59,285	N/A	102.9%	91.2%
LaFollette School of Public Affairs	114,627	N/A	71,189	112,513	62,537	72,596	101.9%	N/A	98.1%
School of Journalism & Mass Communication	99,645	N/A	58,633	86,740	68,449	N/A	114.9%	N/A	N/A
School of Library & Information Studies	78,571	74,729	59,819	N/A	68,449	66,000	N/A	109.2%	90.6%
Political Science	91,435	69,400	61,123	106,938	71,396	64,000	85.5%	97.2%	95.5%
Psychology	100,675	67,767	63,000	122,930	70,037	59,301	81.9%	96.8%	106.2%
Social Work	91,054	74,805	63,597	95,440	N/A	64,124	95.4%	N/A	99.2%
Sociology	112,486	88,312	63,386	109,164	71,635	61,943	103.0%	123.3%	102.3%
Urban & Regional Planning	N/A	N/A	N/A	71,756	N/A	N/A	N/A	N/A	N/A
School of Nursing	99,196	76,353	65,634	N/A	N/A	N/A	N/A	N/A	N/A
Professional Development & Applied Studies	63,376	N/A	N/A	75,212	N/A	N/A	84.3%	N/A	N/A

#### Humanities

	<b>81,170</b>	<b>61,931</b>	<b>54,359</b>	<b>83,651</b>	<b>61,421</b>	<b>52,441</b>	<b>97.0%</b>	<b>100.8%</b>	<b>103.7%</b>
Art	72,932	60,683	54,498	67,681	57,996	56,285	107.8%	104.6%	96.8%
Dance	68,341	N/A	N/A	62,904	57,249	N/A	108.6%	N/A	N/A
African Languages & Literature	90,666	N/A	61,162	95,589	N/A	51,413	94.8%	N/A	119.0%
Art History	84,129	62,324	63,026	82,532	N/A	N/A	101.9%	N/A	N/A
Classics	85,718	N/A	N/A	87,227	73,248	51,000	98.3%	N/A	N/A
Comparative Literature	84,004	N/A	N/A	98,547	N/A	49,797	85.2%	N/A	N/A
East Asian Languages & Literature	90,509	57,862	50,349	104,353	66,729	50,216	86.7%	86.7%	100.3%
English	96,687	63,916	51,118	96,387	63,190	51,382	100.3%	101.1%	99.5%
French & Italian	70,999	59,625	59,000	86,602	61,820	53,026	82.0%	96.4%	111.3%
German	74,825	64,456	N/A	80,588	55,335	51,949	92.8%	116.5%	N/A
Hebrew & Semitic Studies	74,927	N/A	N/A	100,230	N/A	N/A	74.8%	N/A	N/A
History	85,369	67,763	59,000	100,109	62,481	56,684	85.3%	108.5%	104.1%
History of Science	78,450	N/A	55,831	85,331	70,278	52,712	91.9%	N/A	105.9%
Linguistics	77,106	N/A	49,319	77,594	N/A	52,445	99.4%	N/A	94.0%
School of Music	73,755	56,028	56,000	79,283	58,336	53,542	93.0%	96.0%	104.6%
Philosophy	81,345	N/A	61,154	87,655	68,000	54,837	92.8%	N/A	111.5%
Scandinavian Studies	83,878	N/A	52,934	75,013	N/A	N/A	111.8%	N/A	N/A
Slavic Languages	99,454	N/A	N/A	94,082	58,921	53,828	105.7%	N/A	N/A
Languages & Cultures of Asia	78,372	N/A	52,216	79,466	81,432	55,658	98.6%	N/A	93.8%
Spanish & Portuguese	80,877	59,261	50,949	76,187	57,167	50,491	106.2%	103.7%	100.9%
Theatre & Drama	87,102	63,357	56,594	77,677	67,235	53,664	112.1%	94.2%	105.5%

Women's Studies Program	69,332	N/A	59,108	N/A	N/A	N/A	N/A	N/A	N/A
Social Sciences	N/A	N/A	N/A	N/A	N/A	69,374	N/A	N/A	N/A
Liberal Studies & the Arts	70,374	66,818	N/A	70,945	N/A	N/A	99.2%	N/A	N/A

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SOURCE: October 2006 IADS Frozen slice

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. Salary paid on 9-month basis.

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

**Table 12a. Offers Made, 2003-2006**

Division/School	Junior Offers Made			Junior Offers Accepted			
	Women	Men	% Women	Women		Men	
				N	% Accept	N	% Accept
<b>Physical Sciences</b>	<b>24</b>	<b>75</b>	<b>24.2%</b>	<b>14</b>	<b>58.3%</b>	<b>45</b>	<b>60.0%</b>
College of Engineering	14	23	37.8%	9	64.3%	14	60.9%
Letters & Sciences	9	49	15.5%	5	55.6%	29	59.2%
College of Agricultural & Life Sciences	1	3	25.0%	0	0.0%	2	66.7%
<b>Biological Sciences</b>	<b>35</b>	<b>58</b>	<b>37.6%</b>	<b>29</b>	<b>82.9%</b>	<b>50</b>	<b>86.2%</b>
Letters & Sciences	6	1	85.7%	6	100.0%	1	100.0%
School of Veterinary Medicine	0	1	0.0%	N/A	N/A	1	100.0%
School of Pharmacy	1	2	33.3%	0	0.0%	2	100.0%
Medical School*	22	45	32.8%	18	81.8%	37	82.2%
College of Agricultural & Life Sciences	6	9	40.0%	5	83.3%	9	100.0%
Division/School	Tenured*** Offers Made			Tenured*** Offers Accepted			
	Women	Men	% Women	Women		Men	
				N	% Accept	N	% Accept
<b>Physical Sciences</b>	<b>4</b>	<b>15</b>	<b>21.1%</b>	<b>3</b>	<b>75.0%</b>	<b>10</b>	<b>66.7%</b>
College of Engineering	0	3	0.0%	N/A	N/A	3	100.0%
Letters & Sciences**	3	12	20.0%	2	66.7%	7	58.3%
College of Agricultural & Life Sciences	1	0	100.0%	1	66.7%	N/A	N/A
<b>Biological Sciences</b>	<b>10</b>	<b>30</b>	<b>25.0%</b>	<b>9</b>	<b>90.0%</b>	<b>20</b>	<b>66.7%</b>
Letters & Sciences	2	2	50.0%	2	100.0%	2	100.0%
School of Veterinary Medicine	1	1	50.0%	1	100.0%	1	100.0%
School of Pharmacy*	1	3	25.0%	0	0.0%	2	66.7%
Medical School	5	18	21.7%	5	100.0%	11	61.1%
College of Agricultural & Life Sciences	1	6	14.3%	1	100.0%	4	66.7%

\* One offer decision is pending.

\*\* Two offer decisions are pending.

\*\*\* Associate Professor and Professor titles.

Table 12b. Base Salary (12 Month) Offers, 2003-2006

Division/School	Base Salary, Offers Made, Junior Faculty				Women's Median as % of Men's	Base Salary, Offers Accepted, Junior Faculty				Women's Median as % of Men's
	Women		Men			Women		Men		
	Median	Range (K)	Median	Range (K)		Median	Range (K)	Median	Range (K)	
Physical Sciences	\$95,333	\$71 - \$113	\$95,333	\$69 - \$153	100.0%	\$93,500	\$84 - \$102	\$90,444	\$69 - \$111	103.4%
College of Engineering	\$97,778	\$87 - \$112	\$100,222	\$84 - \$116	97.6%	\$95,333	\$87 - \$100	\$99,611	\$84 - \$110	95.7%
Letters & Sciences	\$88,611	\$71 - \$113	\$85,556	\$73 - \$153	103.6%	\$91,667	\$84 - \$102	\$85,556	\$73 - \$111	107.1%
College of Agricultural & Life Sciences	\$74,500	\$75	\$79,444	\$69 - \$79	93.8%	N/A	N/A	\$74,222	\$69 - \$79	N/A
Biological Sciences	\$75,000	\$55 - \$95	\$77,500	\$42 - \$104	96.8%	\$74,556	\$55 - \$95	\$75,500	\$42 - \$103	98.7%
Letters & Sciences	\$73,944	\$64 - \$78	\$73,333	\$73	100.8%	\$73,944	\$64 - \$78	\$73,333	\$73	100.8%
School of Veterinary Medicine	N/A	N/A	\$80,000	\$80	N/A	N/A	N/A	\$80,000	\$80	N/A
School of Pharmacy	\$88,000	\$88	\$76,500	\$76 - \$77	115.0%	N/A	N/A	\$76,500	\$76 - \$77	N/A
Medical School	\$75,000	\$55 - \$90	\$73,000	\$40 - \$116	102.7%	\$74,500	\$55 - \$90	\$80,000	\$42 - \$103	93.1%
College of Agricultural & Life Sciences	\$74,917	\$69 - \$95	\$72,500	\$69 - \$99	103.3%	\$78,833	\$69 - \$95	\$72,500	\$69 - \$99	108.7%

Division/School	Base Salary, Offers Made, Tenured Faculty				Women's Median as % of Men's	Base Salary, Offers Accepted, Tenured Faculty				Women's Median as % of Men's
	Women		Men			Women		Men		
	Median	Range (K)	Median	Range (K)		Median	Range (K)	Median	Range (K)	
Physical Sciences	\$103,889	\$88 - \$183	\$116,111	\$92 - \$196	89.5%	\$97,778	\$88 - \$110	\$113,056	\$92 - \$147	86.5%
College of Engineering	N/A	N/A	\$116,722	\$116 - \$120	N/A	N/A	N/A	\$116,722	\$116 - \$120	N/A
Letters & Sciences	\$97,778	\$88 - \$183	\$108,778	\$92 - \$196	89.9%	\$92,889	\$88 - \$98	\$98,389	\$92 - \$147	94.4%
College of Agricultural & Life Sciences	\$110,000	\$110	N/A	N/A	N/A	\$110,000	\$110	N/A	N/A	N/A
Biological Sciences	\$120,000	\$79 - \$153	\$91,667	\$61 - \$240	130.9%	\$108,250	\$79 - \$153	\$90,833	\$61 - \$240	119.2%
Letters & Sciences	\$137,500	\$122 - \$153	\$103,889	\$92 - \$116	132.4%	\$137,500	\$122 - \$153	\$103,889	\$92 - \$116	132.4%
School of Veterinary Medicine	\$96,500	\$97	\$156,444	\$156	61.7%	\$96,500	\$97	\$156,444	\$156	61.7%
School of Pharmacy*	\$146,667	\$147	\$128,333	\$92 - \$159	114.3%	N/A	N/A	\$110,000	\$92 - \$128	N/A
Medical School	\$135,000	\$92 - \$153	\$99,500	\$61 - \$240	135.7%	\$135,000	\$92 - \$153	\$90,000	\$61 - \$240	150.0%
College of Agricultural & Life Sciences	\$91,667	\$92	\$74,000	\$70 - \$90	123.9%	\$91,667	\$92	\$74,000	\$70 - \$89	123.9%

\* One offer decision is pending.



**Table 12c. Total Startup Package\* Offers, 2003-2006**

Division/School	Total Startup, Offers Made, Junior Faculty				Women's Median as % of Men's	Total Startup, Offers Accepted, Junior Faculty				Women's Median as % of Men's
	Women		Men			Women		Men		
	Median	Range (K)	Median	Range (K)		Median	Range (K)	Median	Range (K)	
Physical Sciences	\$243,000	\$93 - \$818	\$241,020	\$23 - \$1286	100.8%	\$259,500	\$93 - \$542	\$256,500	\$23 - \$1127	101.2%
College of Engineering	\$231,000	\$93 - \$560	\$288,036	\$95 - \$645	80.2%	\$231,000	\$93 - \$542	\$265,705	\$95 - \$432	86.9%
Letters & Sciences	\$295,378	\$199 - \$818	\$241,020	\$23 - \$1286	122.6%	\$287,256	\$204 - \$504	\$266,606	\$23 - \$1127	107.7%
College of Agricultural & Life Sciences	\$140,000	\$140	\$211,000	\$178 - \$238	66.4%	N/A	N/A	\$208,000	\$178 - \$238	N/A
Biological Sciences	\$188,000	\$63 - \$700	\$205,000	\$60 - \$766	91.7%	\$180,000	\$63 - \$500	\$205,000	\$60 - \$766	87.8%
Letters & Sciences	\$99,600	\$68 - \$165	\$485,200	\$485	20.5%	\$99,600	\$68 - \$165	\$485,200	\$485	20.5%
School of Veterinary Medicine	N/A	N/A	\$165,000	\$165	N/A	N/A	N/A	\$165,000	\$165	N/A
School of Pharmacy	\$700,000	\$700	\$235,000	\$160 - \$310	297.9%	N/A	N/A	\$235,000	\$160 - \$310	N/A
Medical School	\$241,000	\$63 - \$500	\$210,000	\$60 - \$630	114.8%	\$241,000	\$63 - \$500	\$210,000	\$60 - \$630	114.8%
College of Agricultural & Life Sciences	\$191,000	\$173 - \$450	\$214,000	\$133 - \$766	89.3%	\$188,000	\$173 - \$450	\$214,000	\$133 - \$766	87.9%

Division/School	Total Startup, Offers Made, Tenured Faculty				Women's Median as % of Men's	Total Startup, Offers Accepted, Tenured Faculty				Women's Median as % of Men's
	Women		Men			Women		Men		
	Median	Range (K)	Median	Range (K)		Median	Range (K)	Median	Range (K)	
Physical Sciences	\$130,950	\$52 - \$1479	\$204,500	\$5 - \$1306	64.0%	\$70,000	\$52 - \$192	\$223,388	\$5 - \$734	31.3%
College of Engineering	N/A	N/A	\$198,176	\$161 - \$734	N/A	N/A	N/A	\$198,176	\$161 - \$734	N/A
Letters & Sciences	\$191,900	\$52 - \$1479	\$226,550	\$5 - \$1306	84.7%	\$121,700	\$52 - \$192	\$248,600	\$5 - \$363	49.0%
College of Agricultural & Life Sciences	\$70,000	\$70	N/A	N/A	N/A	\$70,000	\$70	N/A	N/A	N/A
Biological Sciences	\$226,750	\$0 - \$1000	\$271,000	\$20 - \$1600	83.7%	\$153,500	\$0 - \$478	\$270,000	\$69 - \$1600	56.9%
Letters & Sciences	\$232,750	\$154 - \$312	\$259,625	\$69 - \$451	89.6%	\$232,750	\$154 - \$312	\$259,625	\$69 - \$451	89.6%
School of Veterinary Medicine	\$0	\$0	\$275,000	\$275	0.0%	\$0	\$0	\$275,000	\$275	0.0%
School of Pharmacy**	\$1,000,000	\$1,000	\$1,350,000	\$517 - \$1600	74.1%	N/A	N/A	\$1,058,334	\$517 - 1600	N/A
Medical School	\$300,000	\$54 - \$425	\$270,500	\$160 - \$600	110.9%	\$300,000	\$54 - \$425	\$265,000	\$160 - \$425	113.2%
College of Agricultural & Life Sciences	\$478,379	\$478	\$220,504	\$195 - \$400	216.9%	\$478,379	\$478	\$220,504	\$195 - \$375	216.9%

\* Total Startup Package does not include Base Salary.

\*\* One offer decision is pending.

**Table 13. New Hires, 2000-2006**

	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Total Hires	Percent Women	Total Hires	Percent Women	Total Hires	Percent Women	Total Hires	Percent Women	Total Hires	Percent Women	Total Hires	Percent Women	Total Hires	Percent Women
<b>Junior Hires</b>														
Biological Sciences	35	40.0%	39	33.3%	36	33.3%	37	43.2%	25	40.0%	23	21.7%	24	33.3%
Physical Sciences	27	25.9%	18	5.6%	22	18.2%	14	35.7%	21	38.1%	13	0.0%	24	29.2%
<b>Senior Hires</b>														
Biological Sciences	5	20.0%	12	16.7%	9	0.0%	13	15.4%	5	40.0%	14	28.6%	14	42.9%
Physical Sciences	6	16.7%	5	20.0%	7	14.3%	5	20.0%	2	50.0%	1	0.0%	7	28.6%
<b>Total Hires, Biological Sciences</b>	40	37.5%	51	29.4%	45	26.7%	50	36.0%	30	40.0%	37	24.3%	38	36.8%
<b>Total Hires, Physical Sciences</b>	33	24.2%	23	8.7%	29	17.2%	19	31.6%	23	39.1%	14	0.0%	31	29.0%
<b>Total Hires, Junior</b>	62	33.9%	57	24.6%	58	27.6%	51	41.2%	46	39.1%	36	13.9%	48	31.3%
<b>Total Hires, Senior</b>	11	18.2%	17	17.6%	16	6.3%	18	16.7%	7	42.9%	15	26.7%	21	38.1%
<b>TOTAL HIRES</b>	<b>73</b>	<b>31.5%</b>	<b>74</b>	<b>23.0%</b>	<b>74</b>	<b>23.0%</b>	<b>69</b>	<b>34.8%</b>	<b>53</b>	<b>39.6%</b>	<b>51</b>	<b>17.6%</b>	<b>69</b>	<b>33.3%</b>

NOTE: Faculty hired as Assistant Professors are Junior Hires; Associate and (Full) Professors are Senior Hires.

SOURCE: October 2006 IADS Frozen slice