



W I S E L I

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

**Women in Science & Engineering Leadership Institute
Annual Report
2009**

Principal Investigators, *University of Wisconsin-Madison*:

**Prof. Molly Carnes, Departments of Medicine and Industrial & Systems
Engineering**

**Prof. Amy Wendt, Department of Electrical & Computer Engineering
Dr. Jennifer Sheridan, WISELI**

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Overview



WISELI

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

An Overview of WISELI

The Women in Science & Engineering Leadership Institute (WISELI) is a research center at the University of Wisconsin-Madison. WISELI was formed in 2002 with funding from the National Science Foundation's ADVANCE: Institutional Transformation program. The center is currently funded with a combination of: contributions from eight UW-Madison schools, colleges, or units; grant funding from national scientific funding agencies; gift funds; and funds earned through WISELI's income-generating activities.

The long-term goal of WISELI is to have the gender of the faculty, chairs, and deans reflect the gender of the student body at UW-Madison. To accomplish these goals, WISELI is a visible, campus-wide entity, endorsed by top-level administrators, which uses UW-Madison as a "living laboratory" to study gender equity for women in science and engineering, implement solutions, and provide methods and analyses to measure indicators of success. WISELI also disseminates "best practices" in gender equity programming and measurement. Our workshops and materials are in demand by colleges and universities nationally (and even internationally).

The major initiatives that WISELI has implemented include:

Workshops & Grant Programs	Research and Evaluation Projects	Dissemination Activities
<ul style="list-style-type: none">• <i>Searching for Excellence & Diversity</i> workshops for search committee chairs and members	<ul style="list-style-type: none">• Exit interviews for all UW-Madison faculty departures	<ul style="list-style-type: none">• WISELI Listserv
<ul style="list-style-type: none">• <i>Enhancing Department Climate: A Chair's Role</i> workshops for department chairs	<ul style="list-style-type: none">• <i>Study of Faculty Worklife at UW-Madison</i> faculty climate surveys	<ul style="list-style-type: none">• WISELI Website
<ul style="list-style-type: none">• <i>Breaking the Prejudice Habit Through Bias Literacy</i> workshops for departmental faculty and staff	<ul style="list-style-type: none">• Collection of gender equity indicators	<ul style="list-style-type: none">• Online library of relevant literature
<ul style="list-style-type: none">• Celebrating Women in Science and Engineering Grant Program	<ul style="list-style-type: none">• Women Speaking Up: Gender & Discourse	<ul style="list-style-type: none">• Online bookstore (easy purchase of WISELI brochures and booklets)
<ul style="list-style-type: none">• Vilas Life Cycle Professorship Program	<ul style="list-style-type: none">• In-Depth Interviews with Women Faculty & Staff	<ul style="list-style-type: none">• Documentary Videos
<ul style="list-style-type: none">• Denice D. Denton Distinguished Lecture Series	<ul style="list-style-type: none">• Gendered Interactions in Labs	<ul style="list-style-type: none">• <i>Implementing Workshops for Search Committees</i>
<ul style="list-style-type: none">• <i>Running a Great Lab: Workshops for New Principal Investigators</i>	<ul style="list-style-type: none">• Study of Academic Staff Worklife	<ul style="list-style-type: none">• <i>Implementing Workshops for Department Chairs</i>• <i>Breaking the Prejudice Habit Through Bias Literacy</i>

Organizational Chart



W I S E L I

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

Directors

Co-Director: Molly Carnes

Co-Director: Amy Wendt

Research & Executive Director: Jennifer Sheridan

Evaluation Director: Christine Maidl Pribbenow

Staff

Researcher: Eve Fine

Project Assistant: Jessica Winchell

Student Assistant: Brad Kerr

Administrative Partners

Chancellor Biddy Martin

Provost Paul DeLuca

Dean Martin Cadwallader,
Graduate School

Dean Molly Jahn, College of
Agricultural & Life Sciences

Dean Paul Percy, College
of Engineering

Dean Gary Sandefur, College
of Letters & Sciences

Dean Robert Golden, School
of Medicine & Public Health

Dean Jeanette Roberts,
Pharmacy

Dean Daryl Buss, Veterinary
Medicine

Dean Julie Underwood,
School of Education

Dean Robin Douthitt,
School of Human Ecology

Dean Katharyn May, School of
Nursing

Vice Provost for Diversity &
Climate Damon Williams

Vice Provost for Faculty &
Staff Programs Steve Stern

Assoc. Dean for Physical
Sciences Terry Millar,
Graduate School

Assoc. Dean for Biological
Sciences Donna Paulnock,
Graduate School

Douglass Henderson,
Graduate Engineering
Research Scholars (GERS)

Jocelyn Milner, Office of
Academic Planning & Analysis

Luis Piñero, Equity &
Diversity Resource Center

Lynn Edlefson, Office of
Child Care and Family
Resources

Don Schutt, Office of Human
Resource Development

Manuela Romero, Wisconsin
Alliance for Minority
Participation

Wendy Crone, Women
Faculty Mentoring Program

Lindsey Stoddard Cameron,
New Faculty Services

Campus Affiliates

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

Papers and Presentations

WISELI Publications and Presentations

Papers Published:

Isaac, Carol; Barbara Lee; and Molly Carnes. 2009. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." *Academic Medicine*. 84(10):1440-1446. **PMID: 19881440.**

Carnes, Molly; Claudia Morrissey; and Stacie E. Geller. 2008. "Women's Health and Women's Leadership in Academic Medicine: Hitting the Same Glass Ceiling?" *Journal of Women's Health*. 17(9): 1453-1462. **PMID: 18954235. PMCID: PMC2586600.**

Ford, Cecilia E. 2008. *Women Speaking Up: Getting and Using Turns in Workplace Meetings*. New York: Palgrave Macmillan.

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.

Fine, Eve. 2008. "Response to Lawrence Summers' Remarks on Women in Science." In *The Blair Reader: Exploring Contemporary Issues*, 6th edition. Edited by Laurie G. Kirsznner and Stephen R. Mandel. Prentice Hall. Originally published January 2005 on WISELI's website: (http://wiseli.engr.wisc.edu/news/LawrenceSummers_Response.pdf)

Handelsman, Jo and Robert Birgeneau. September 25, 2007. "Women Advancing Science: A Few Significant Changes in the Academic System Could Stem the Loss of Talented Women, Thereby Fortifying our Scientific Leadership." *Technology Review*. <http://www.technologyreview.com/blog/guest/21855/>.

Marchant, Angela; Abhik Bhattacharya; and Molly Carnes. 2007. "Can the Language of Tenure Criteria Influence Women's Academic Advancement?" *Journal of Women's Health*. 16(7): 998-1003. **PMID: 17903076.**

Sheridan, Jennifer; Eve Fine; Jessica Winchell; Christine Maidl Pribbenow; Molly Carnes; and Jo Handelsman. 2007. "Searching for Excellence & Diversity: Does Training Faculty Search Committees Improve Hiring of Women?" American Society for Engineering Education (ASEE) 2007 Conference Proceedings. <http://papers.asee.org/conferences/paper-view.cfm?id=4254> . June 2007.

Sheridan, Jennifer; Christine Maidl Pribbenow; Eve Fine; Jo Handelsman; and Molly Carnes. 2007. "Climate Change at the University of Wisconsin-Madison: What Changed, and Did ADVANCE Have an Impact?" Women in Engineering Programs & Advocates Network (WEPAN) 2007 Conference Proceedings (on CD-ROM). http://dpubs.libraries.psu.edu/DPubS?service=Repository&version=1.0&verb=Disseminate&handle=psu.wepan/1200322686&view=body&content-type=pdf_1# . June 2007.

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*. [2006 draft accepted and under revision.]

- Carnes, Molly and JudyAnn Bigby. 2007. "Jennifer Fever in Academic Medicine." *Journal of Women's Health*. 16(3):299-301. **PMID: 17439375.**
- 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. **PMID: 17264704.**
- 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. 2006. "Gender: Macho Language and Other Deterrents." Letter to the Editor. *Nature*. 442:868. **PMID: 16929276.**
- 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; 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. **PMID: 16232100.**
- 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. **PMID: 16115000.**
- 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. **PMID: 16109868.**
- 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.
- 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.
- 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# .
- 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. **PMID: 14660433.**

Working Papers:

Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. Forthcoming. "Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center." *Academic Medicine*.

Griffin, L; Carol Isaac C; and Molly Carnes. 2009. "A qualitative study of faculty members' views of women chairs: The news is good." *Journal of Women's Health* (revised resubmission under review).

Sheridan, Jennifer; Jo Handelsman; Amy Wendt; and Molly Carnes. 2007. "ADVANCE at the University of Wisconsin-Madison: Progress Towards Transforming the College of Engineering." Working paper.

Crone, Wendy. *Survive and Thrive: A Self-Assessment Guide for Untenured Faculty*. 2007 draft under review/tentative publication agreement. Cambridge University 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*. [draft accepted and under revision.]

Frehill, Lisa; Cecily Jeser-Cannavale; Priscilla Kehoe; Ellen Meader; Jennifer Sheridan; Abby Stewart; and Helena Sviglin. January 2005. "Toolkit for Reporting Progress Toward NSF ADVANCE: Institutional Transformation Goals." <http://www.advance.nmsu.edu/Documents/PDF/toolkit1.pdf>.

Frehill, Lisa; Elena Batista; Sheila Edwards-Lange; Cecily Jeser-Cannavale; Jan Malley; Jennifer Sheridan; Kim Sullivan; and Helena Sviglin. May 2006. "Using Program Evaluation To Ensure the Success of Your ADVANCE Program." <http://www.advance.nmsu.edu/Documents/PDF/toolkit2.pdf>.

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.

Dissertations:

Gunter, Ramona. 2007. "Laboratory Talk: Gendered Interactions and Research Progress in Graduate Science Education." Doctoral Dissertation: University of Wisconsin-Madison.

Presentations:

Fine, Eve. October 30, 2009. "Enhancing Department Climate: A Workshop Series for Department Chairs." Invited speaker. 8th Annual NSF ADVANCE PI Meeting. Washington, DC.

Sheridan, Jennifer and Eve Fine. October 29, 2009. "Resources to Facilitate Institutional Transformation" Poster. 8th Annual NSF ADVANCE PI Meeting. Washington, DC.

Sheridan, Jennifer. October 22, 2009. "More Women in Science: The Institutional Challenge." Invited speaker. University of Virginia. Charlottesville, VA.

Pribbenow, Christine Maidl. July 29, 2009. "Evaluating Non-Profits." Radio Interview, In Business Magazine radio program. http://ibmadison.com/podcast?podcast_id=348.

Sheridan, Jennifer. July 23, 2009. "Unconscious Biases & Assumptions: Implications for Evaluating Women's Leadership." Invited speaker, UW-Madison Women & Leadership Symposium 2009. Madison, WI.

Carnes, Molly. July 23, 2009. Invited panelist, "Mentoring Moments: Insights & Perspectives from Doris Slesinger Awardees." UW-Madison Women & Leadership Symposium 2009. Madison, WI.

Carnes, Molly. June 9, 2009. "Gender Issues in Academic Medicine, Science, and Engineering." Invited speaker, University of Iowa. Iowa City, IA.

Sheridan, Jennifer. May 15, 2009. "Bias and Assumptions: Implications for Evaluating Women and Minorities at Critical Career Junctions." Keynote speaker. University of Wisconsin System Women & Science Program Spring Conference. Wisconsin Dells, WI.

Carnes, Molly. May 14, 2009. "Factors Contributing to and Influencing the Current State." Invited speaker, "Breaking the Glass Ceiling: Designing the Culture that Promotes Satisfaction and Success" Faculty Summit. Penn State Hershey College of Medicine. Hershey, PA.

Sheridan, Jennifer. April 29, 2009. "Bias and Assumptions: Implications for Evaluating Women and Minorities at Critical Career Junctions." Invited speaker. Rutgers University. New Brunswick, NJ.

Carnes, Molly. April 28, 2009. "Gender Bias in Academic Medicine: Pitfalls, Promise and Progress." Invited speaker. University of Pittsburgh. Pittsburgh, PA.

Carnes, Molly. April 27, 2009. "Faculty Evaluation: How Implicit Bias Can Derail Departmental Goals." Invited speaker, University of Pittsburgh. Pittsburgh, PA.

Wendt, Amy. April 21, 2009. "Diverse Scientists Panel." Panelist. Sennett Middle School. Madison, WI.

Carnes, Molly. March 29, 2009. "Forewarned is Forearmed: An Evidence-Based Approach to Advancing Women in Academic Medicine." Invited speaker. American College of Cardiology Annual Meeting. Orlando, FL.

Carnes, Molly. March 9, 2009. "Promoting Gender Equity in Academic STEMM: An Institutional Change Approach". Invited speaker. University of Virginia. Charlottesville, VA.

Sheridan, Jennifer. March 9, 2009. "More Women in Science: The Institutional Challenge." Invited speaker. University of Virginia. Charlottesville, VA.

Sheridan, Jennifer. February 27, 2009. "Project to Assess Climate in Engineering (PACE): Selected Results from UW-Madison." Invited speaker, College of Engineering Academic Affairs Monthly meeting. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. February 26, 2009. "Institutional Transformation." Invited speaker, College of Engineering Diversity Forum. University of Wisconsin-Madison. Madison, WI.

Sheridan, Jennifer. February 26, 2009. "Project to Assess Climate in Engineering (PACE): Selected Results from UW-Madison." Invited speaker, College of Engineering Diversity Forum. University of Wisconsin-Madison. Madison, WI.

Sheridan, Jennifer. February 19, 2009. "Understanding the Experiences of Underrepresented Students in Engineering: The PACE Study." Invited speaker, Sociology of Gender Brownbag Series. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. October 21, 2008. "Searching for Excellence & Diversity: An Evidence-Based Approach to Training Search Committees." Presented at the West Virginia Higher Education Policy Commission's workshop "Building Diversity in Higher Education: Strategies for Broadening Participation in the Sciences and Engineering." Charleston, West Virginia.

Fine, Eve. October 14, 2008. "Reviewing Applicants: Understanding and Minimizing the Potential Influence of Bias and Assumptions." North Carolina State University, "Forum on Recruiting Diverse Faculty." Raleigh, North Carolina.

Sheridan, Jennifer; Amy Wendt; Christine Maidl Pribbenow; Molly Carnes. October 10, 2008. "The Vilas Life Cycle Professorship Program at the UW-Madison." Poster presented at "The New Norm of Faculty Flexibility: Transforming the Culture in Science & Engineering" Conference. Ames, IA.

Handelsman, Jo. June 2, 2008. "Beyond Bias and Barriers." American Society for Microbiology Annual Meeting. Boston, MA.

Harrigan, Margaret N. May 28, 2008. "Evaluation of a Hiring Initiative: Recruitment and Retention of Faculty of Color, Dual Career Couples, and Women in Science." Association for Institutional Research Annual Forum. Seattle, WA.

Carnes, Molly. May 27, 2008. "University of Wisconsin-Madison ADVANCE Program: Did We Transform the Institution in 5 Years?" Invited speaker. Women in Science and Medicine Advisory Committee (WISMAC), UT Southwestern. Dallas, TX.

Neuwald, Anuschka. May 15, 2008. "Creating change: an open-dialogue about educational and institutional barriers in STEM education." University of Wisconsin System Women in Science Program Spring Advisory Board Meeting. Wisconsin Dells, WI.

Wendt, Amy. May 9, 2008. Discussion with women faculty in Engineering (invited speaker). University of Maryland. College Park, MD.

Sheridan, Jennifer. May 13, 2008. "Making Data Work FOR You." 7th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Carnes, Molly. May 12, 2008. "Promoting and Sustaining Institutional Change" (Moderator). 7th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Pribbenow, Christine Maidl. April 29, 2008. "Talking About Leaving: Why Faculty Leave UW-Madison and What We Can Do About It." Wisconsin Center for the Advancement of Postsecondary Education Brownbag. Madison, WI.

Sheridan, Jennifer and Eve Fine. April 22, 2008. "Searching for Excellence & Diversity." Invited Presentation to Waisman Center Faculty and Staff. Madison, WI.

Carnes, Molly. April 4, 2008. "Eliminating Bias in Scientific Review." From Cells to Society: A joint symposium hosted by the Center for Women's Health Research and the Endocrinology-Reproductive Physiology Program. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. March 29, 2008. "Language and Women's Academic Advancement" and "Careers in Academic Medicine: Evaluation at Gatekeeping Junctures." Women in Medicine Day. University of Virginia. Charlottesville, VA.

Sheridan, Jennifer. March 4, 2008. "Enhancing Departmental Climate to Promote the Development of Women Leaders in Academia." Invited speaker, "Women in Biomedical Research: Best Practices for Sustaining Career Success" workshop. National Institutes of Health. Bethesda, MD.

Sheridan, Jennifer. February 20, 2008. "More Women in Science: The Institutional Challenge." Invited speaker, University of Minnesota-Duluth. Duluth, MN.

Sheridan, Jennifer. February 2008. "So You Want to Run a Climate Survey?" Presented at the "Improving the climate for Your Science and Engineering Work Force" career workshop. American Association for the Advancement of Science (AAAS) Annual Meetings. Boston, MA.

Carnes, Molly. November 29, 2007. ADVANCE Distinguished Lecture Series. "UW-Madison ADVANCE Program: Did we transform the institution in 5 years?" National Science Foundation. Washington, DC.

Carnes, Molly. November 27-28, 2007. "Procedures that Activate or Mitigate Gender Bias in Scientific Review." Chair, NIH National Leadership Workshop on Mentoring Women in Biomedical Careers. National Institutes of Health. Washington, DC.

Handelsman, Jo. November 15-16, 2007. "Beyond Bias and Barriers: Strategies for an Equitable Hiring Process." University of Maryland-Baltimore County. Baltimore, MD.

Mathews, Nancy. November 13, 2007. Invited presentation, "Balancing Work and Life in the Academy in the 21st Century: A Changing Paradigm for Women?" 28th Annual meeting of the Society for Environmental Toxicology and Chemistry. Milwaukee, WI.

Carnes, Molly. November 4, 2007. Panelist, "Women's Academic Advancement: The Influence of Language." Association of American Medical Colleges Annual Meeting. Washington, DC.

Sheridan, Jennifer. October 4, 2007. "The Climate for Faculty of Color in the Biological & Physical Sciences at UW-Madison." Invited Speaker, Graduate Engineering Research Scholars (GERS) Program. Madison, WI.

Sheridan, Jennifer; Eve Fine; Jessica Winchell; Christine Maidl Pribbenow; Molly Carnes; and Jo Handelsman. June, 2007. "Searching for Excellence & Diversity: Does Training Faculty Search Committees Improve Hiring of Women?" American Society for Engineering Education (ASEE) Annual Meetings. Honolulu, HI.

Sheridan, Jennifer. June, 2007. Moderator, "Climate Surveys Panel." 6th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Sheridan, Jennifer; Christine Maidl Pribbenow; Eve Fine; Jo Handelsman; and Molly Carnes. June 2007. "Climate Change at the University of Wisconsin-Madison: What Changed, and Did ADVANCE Have an Impact?" Women in Engineering Programs & Advocates Network (WEPAN) 2007 Annual Meeting. Orlando, FL.

Carnes, Molly. May 23-25, 2007. "Women Leaders in Medicine: Institutional Transformation Required" (Whittington Lecturer) and "Careers in Academic Medicine: Evaluation at Gatekeeping Junctions" (Medical Grand Rounds). University of Florida. Gainesville, FL.

Carnes, Molly. May 2-3, 2007. "NIH Director's Pioneer Award: Lesson in Scientific Review" and "Workshop: Lessons Learned in Shaping a Career" (Invited speaker). Brown University. Providence, RI.

Parker, Brenda. April 19, 2007. "NSF ADVANCE: Lessons for Geography Departments" (Panelist). American Association of Geographers Annual Meetings. San Francisco, CA.

Carnes, Molly and Jennifer Sheridan. April 11-12, 2007. "Overview of WISELI: Lessons Learned" and "Overview of WISELI: New Initiatives at UW-Madison" (Invited speakers). University of Minnesota. Minneapolis, MN.

Sheridan, Jennifer. March 27, 2007. "WISELI: Improve Departmental Climate for Women Faculty and Faculty of Color" (Poster). Showcase 2007. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. March 21-22, 2007. "Careers in Academic Medicine: Evaluation at Gatekeeping Junctions" (Medical Grand Rounds) and "Women Leaders in Academic Health Sciences: Institutional Transformation Required" (Invited speaker). University of Utah. Salt Lake City, UT.

Carnes, Molly. March 14, 2007. "Bias in Scientific Review: The Case of the NIH Directors Pioneer Award." Center for the Study of Cultural Diversity in Healthcare Training Seminar. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. February 22, 2007. "Words Matter: How Language Can Promote the Activation of Stereotypes" (Invited speaker). University of Illinois-Chicago. Chicago, IL.

Carnes, Molly. February 21, 2007. "Gender Bias in Scientific Review" (Invited speaker). Medical College of Wisconsin. Milwaukee, 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. University of Wisconsin-Madison. Madison, WI.

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

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

Handelsman, Jo. November 3, 2006. "Beyond Bias and Barriers: A Call to Arms about Women in Science" (Keynote). Cabinet 99 Symposium. University of Wisconsin-Madison. Madison, WI.

Handelsman, Jo. October 29-30, 2006. "Diversity." Invited speaker, all-school assembly at Phillips Exeter Academy. Exeter, NH.

Handelsman, Jo. October 24, 2006. Briefing of NIH officials and the Women in Medicine committee on the "Beyond Bias" report. Bethesda, MD.

Sheridan, Jennifer. October 21, 2006. "Systemic and Institutional Barriers Women Face in Science and Engineering." "Encouraging Success in Science and Medicine" Symposium. University of Wisconsin-Madison. Madison, WI.

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

Carnes, Molly. August 3, 2006. "Activation of Gender-Based Stereotypes: Can This Undermine Women's Academic Advancement?" (Keynote Plenary Address). Annual Meeting of the Association for Education in Journalism and Mass Communication. San Francisco, CA.

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

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

Carnes, Molly. May 19, 2006. "Institutionalization—Cross Site Findings of Institutionalization Workgroup" (Discussant). 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Pribbenow, Christine. May 19, 2006. "Using Evaluation Data to Affect Institutional Change." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Sheridan, Jennifer. May 19, 2006. "Collection and Use of Climate Survey Data at the UW-Madison." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Carnes, Molly. May 18, 2006. "Engaging Senior Female Faculty" Roundtable (Chair). 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Sheridan, Jennifer. May 18, 2006. "Vilas Life Cycle Professorship Program." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Fine, Eve. May 18, 2006. "Climate Workshops for Department Chairs." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Fine, Eve and Jennifer Sheridan. May 17, 2006. "Searching for Excellence & Diversity—Training Workshops for Search Committees" (Poster). 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Sheridan, Jennifer. May 17, 2006. "Lessons Learned from ADVANCE at the UW-Madison: What We Wish We Had Known...." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Sheridan, Jennifer. May 17, 2006. "Data Collection and Reporting: The NSF Indicators." 5th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

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

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

Carnes, Molly. April 22, 2006. "Gender Bias in Scientific Review: The Case of the NIH Pioneer Awards" (Keynote). Institute for Research and Education on Women and

Gender, Graduate Student Conference. State University of New York-Buffalo. Buffalo, NY.

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

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

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

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

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

Handelsman, Jo. February 23, 2006. "Understanding Our Biases and Assumptions: Male and Female" (Invited speaker). Stanford University. Stanford, CA.

Sheridan, Jennifer. February 20, 2006. "Methodological Challenges in Measuring Institutional Transformation, Part II: The Limits of Quantitative Indicators." 2006 American Association for the Advancement of Science Annual Meeting. St. Louis, MO.

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

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

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

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

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.

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)." 8th Annual Professional Development Conference Focus

on Health & Leadership for Women. University of Pennsylvania School of Medicine. Philadelphia, PA.

Ford, Cecilia and Teddy Weathersbee. July 25, 2005. "Women's Agency and Participation: Feminist Research for Institutional Change." Symposium on Gender in Public Settings: Approaches to Third Wave Feminist Analysis at the 14th World Congress of Applied Linguistics Conference. University of Wisconsin-Madison. Madison, WI.

Handelsman, Jo. July 11, 2005. "Diversity, Bias, and Change" (Invited speaker). Harvard Deans' Retreat. Harvard University. Cambridge, MA.

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

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). Symposium on Reference and Referential Form in Interactional Linguistics, organized by the Nordic Research Board. Helsinki, Finland.

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

Zweibel, Ellen. June 2, 2005. "Dual Career Initiatives at U. Wisconsin." American Astronomical Society Annual Meeting. Minneapolis, MN.

Fine, Eve. May 20, 2005. "Working with Department Chairs: Enhancing Department Climate." 4th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Handelsman, Jo. May 20, 2005. "Affecting Climate/Culture Change — Using Multiple Points of Entry in the Department of Kumquat Science." 4th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Carnes, Molly. May 19, 2005. "Converting Academic Staff to the Tenure Track at the UW-Madison: A Viable Strategy?" 4th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Carnes, Molly. May 19, 2005. "Insights from Social Science Research on Achieving Academic Awards and Honors: A Local and a National Example." 4th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

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, DC.

Sheridan, Jennifer. May 19, 2005. "WISELI's Life Cycle Research Grant Program." 4th Annual NSF ADVANCE PI Meeting. National Science Foundation. Washington, DC.

Carnes, Molly. May 13, 2005. "Women in Academic Leadership: Has There Been Progress?" (Keynote). Women Against Lung Cancer Annual Meeting. Orlando, FL.

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?" (Invited Speaker). University of Minnesota. Minneapolis, MN.

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. University of Wisconsin-Madison. Madison, WI.

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

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

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

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

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

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

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." WISELI Seminar. University of Wisconsin-Madison. 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. National Institutes of Health. Bethesda, MD.

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

Carnes, Molly. October 20, 2004. "Women in Academic Leadership: The Issues, the Goals, the Process" (Invited Speaker); "NSF ADVANCE Program at UW-Madison" (Invited Speaker). University of Illinois-Chicago. Chicago, IL.

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

Carnes, Molly. October 13, 2004. "Searching for Excellence, Equity & Diversity: Unconscious Assumptions and Lessons From Smoking Cessation" (Invited Speaker). Virginia Commonwealth University. Richmond, VA.

Sheridan, Jennifer; Jo Handelsman; and Molly Carnes. August 14, 2004. "Assessing 'Readiness to Embrace Diversity': An Application of the Trans-Theoretical Model of Behavioral Change." Annual Meeting of the American Sociological Association. San Francisco, CA.

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

Spear, Peter. April 21, 2004. "Sustainability of ADVANCE Programs" (Panelist). NSF ADVANCE National Conference. Georgia Institute of Technology. Atlanta, GA.

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

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

Carnes, Molly. April 20, 2004. "Women from Underrepresented Groups" (Panelist). NSF ADVANCE National Conference. Atlanta, GA.

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

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

Sheridan, Jennifer and Eve Fine. April 5, 2004. "WISELI Leadership Workshops" (Poster). Showcase 2004. University of Wisconsin-Madison. Madison, WI.

Pribbenow, Christine Maidl. March 22, 2004. "The Climate for Women Faculty in the Sciences and Engineering: Blueprints for Failure and Success." WISELI Seminar. University of Wisconsin-Madison. Madison, WI.

Sheridan, Jennifer. February 17, 2004. "Implementing a Campus Climate Survey: Logistical Notes and Preliminary Findings." Center for Demography & Ecology Training Seminar. University of Wisconsin-Madison. Madison, WI.

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

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

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

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

Gunter, Ramona. October 20, 2003. "Science Faculty Talk about Self, Home, and Career." WISELI Seminar. University of Wisconsin-Madison. Madison, WI.

Ford, Cecilia. September 16, 2003. "Gender and Talk: Looking Back and Looking Forward." Women's Health Forum of the UW-Madison Center for Women's Health and Women's Health Research. University of Wisconsin-Madison. Madison, WI.

Wendt, Amy. September 2003. "NSF ADVANCE at UW-Madison: WISELI Activities." 25th Anniversary of the Women in Computer Science and Engineering Organization. University of California-Berkeley. Berkeley, CA.

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. June 2003. "The University of Wisconsin-Madison ADVANCE Program: Progress to Date." Women in Engineering Programs & Advocates Network (WEPAN) 2003 Annual Meeting. Chicago, IL.

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

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

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

Handelsman, Jo and Molly Carnes. December 2002. "University of Wisconsin-Madison Women in Science and Engineering Leadership Institute." Plant Pathology Research Seminar Series. University of Wisconsin-Madison. Madison, WI.

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." Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers Conference. Iowa State University. Ames, IA.

Sheridan, Jennifer; Molly Carnes; and Jo Handelsman. April 3, 2002. "WISELI" (Poster). Showcase 2002. University of Wisconsin-Madison. Madison, WI.

Campus Visits/Dissemination of Programming:

"Implementing Climate Workshops for Department Chairs: A Training Session for Workshop Facilitators." June 2, 2009. University of Wisconsin-Madison. Madison, WI.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. May 12, 2009. Skidmore College and Union College. Schenectady, NY.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. February 9, 2009. University of Delaware. Newark, DE.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. January 16, 2009. Purdue University. West Lafayette, IN.

"Implementing Workshops for Search Committees: A Train-the-Trainer Workshop for Campuses Wanting to Implement Training for Faculty Search Committees." June 24-25, 2008. University of Illinois-Urbana/Champaign. Urbana, IL.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. June 12, 2008. Edgewood College. Madison, WI.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. March 26-27, 2008. University of Alabama-Birmingham. Birmingham, AL.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. January 24-25, 2008. Wayne State University. Detroit, MI.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. January 15-16, 2008. University of Wisconsin-Eau Claire. Eau Claire, WI.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. September 20-21, 2007. University of Wisconsin-Whitewater. Whitewater, WI.

Meet for information re: implementing *Searching for Excellence & Diversity* workshops. September 7, 2007. Deborah Love (Vice President for Institutional Equity) and Anne McCall (Associate Professor of French and Associate Dean, School for Liberal Arts). Tulane University.

Meet for information re: ADVANCE. May 18, 2007. Catherine Duckett (Project Manager, Office for the Promotion of Women in Science, Engineering, and Mathematics). Rutgers University.

Meet for information re: ADVANCE institutionalization. May 29, 2007. Trish Kalbas-Schmidt (Program Leader, ADVANCE). Utah State University.

Meet for information re: ADVANCE. April 11-12, 2007. Molly Carnes and Jennifer Sheridan travel to Institute of Technology, hosted by Roberta Humphries (Professor of Astronomy and Associate Dean for Academic Affairs). University of Minnesota.

Participation in training for facilitators for *Enhancing Department Climate: A Chair's Role* workshop. April 19, July 19, and August 30, 2007. Linda Siebert Rapoport (Director, Women in Science & Engineering System Transformation). University of Illinois-Chicago.

"Implementing Workshops for Search Committees." A train-the-trainer workshop for campuses wanting to implement training for faculty search committee chairs. March 5-March 7, 2007. Medical School and Danforth Campus. Washington University in St. Louis.

"Searching for Excellence & Diversity" workshop, and "Implementing Workshops for Search Committees" workshop. February 28-March 1, 2007. University of Wisconsin-Stout.

Meet for information re: ADVANCE and viewing of a *Searching for Excellence & Diversity* workshop. December 20, 2006. Catherine Mavriplis (Research Scientist: Cooperative Institute for Mesoscale Meteorological Studies (CIMMS) and NOAA National Severe Storms Laboratory) and Sheena Murphy (Professor of Physics). University of Oklahoma.

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.

"Implementing Workshops for Search Committees." A train-the-trainer workshop for campuses wanting to implement training for faculty search committee chairs. January 26, 2006. Wisconsin Technical College System. Technical college campuses represented: 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.

"Implementing Workshops for Search Committees." A train-the-trainer workshop for campuses wanting to implement training for faculty search committee chairs. June 14,

2005. University of Wisconsin (UW) System. UW campuses represented: Eau Claire, Extension, Green Bay, La Crosse, Madison, Milwaukee, Oshkosh, Parkside, River Falls, Stevens Point, Stout, Whitewater.

WISELI in the Press:

“Take Steps to Reduce Unconscious Bias in Hiring.” *Women in Higher Education Newsletter*. December, 2009.

“The Flexibility Stigma.” *BRAVA Magazine*. November 2009.

“Chairs Can Encourage Faculty to Use Flexible Policies.” *Women in Higher Education Newsletter*. November, 2009.

“Wisconsin Girls Collaborative Project 2009-10 STEM Collaboration Grants.” Bronze Sponsor. October 10, 2009. Wausau, WI.

“Academic Climate Change for Women in Science at University of Wisconsin-Madison.” Laura L. Mays Hoopes. *Association for Women in Science (AWIS) Magazine*. Summer 2009. 40(3): 12-13.

“Female Airmen Underrepresented in Tech Field.” *Air Force News*. March 8, 2009. http://www.airforcetimes.com/news/2009/03/airforce_technical_women_030709w/.

“WVU Panel Urged to Consider Women, Minorities in Presidential Search.” *Charleston Daily Mail*. October 27, 2008. <http://www.dailymail.com/News/200810240247>.

“Researcher Finds that Women are Speaking Up.” *University of Wisconsin Communications*. July 31, 2008. <http://www.news.wisc.edu/15436>.

“Engineering at Illinois Leads Campus Gender Equity Effort.” *Engineering at Illinois News*. June 26, 2008. <http://engineering.illinois.edu/news/rss.php?xId=074108800728>.

“When Life Intervenes, One University Steps Up to Help.” Bernice Durand. *CSWP Gazette*. Spring, 2008. 27(1): 1,10.

“Ask the Physics Mentor.” Bernice Durand. *CSWP Gazette*. Spring, 2008. 27(1): 12.

“Focus on Careers: Women in Science—Nurturing Women Scientists.” Jill U. Adams. *Science*. February 8, 2008. 319(5864): 831–836.

“Help Women Stay in Science: A Female Scientist Gives Her Top 10 List of Tips for Her Male Colleagues—What Are Yours?” *The Scientist.com*. September 27, 2007. <http://www.the-scientist.com/news/home/53655/>.

“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>.

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

“The Gender Gap in Science is Shrinking at Universities.” *St. Louis Post-Dispatch*. October 23, 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>.

“Women Still Face Bias in Science.” *Financial Times*. August 19, 2005.

“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/.

“For Women in Sciences, Slow Progress in Academia.” *The New York Times*. April 15, 2005.

<http://select.nytimes.com/gst/abstract.html?res=FA0912FE3A5A0C768DDDAD0894DD404482>.

“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/2005/03/27/0503260393.php>.

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

“Working for Women.” *Wisconsin State Journal*. May 23, 2004.

<http://www.madison.com/archives/read.php?ref=/wsj/2004/05/23/0405190389.php>.

“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>.

“Documentary Depicts Women in Science.” *Wisconsin Week*. February 24, 2004.

<http://www.news.wisc.edu/9465.html>.

“Valian Speaks Out About Gender Inequality.” *The Daily Cardinal*. October 6, 2003.

“Institute Plans Effort to Boost Women in Science.” *Wisconsin Week*. March 26, 2002.

<http://www.news.wisc.edu/7231.html>.

“Women in Science Get a Major Boost From NSF, UW-Madison.” *Wisconsin Week*.

October 19, 2001. <http://www.news.wisc.edu/6687.html>.

Awards for WISELI:

Alfred P. Sloan Award for Faculty Career Flexibility. \$25,000 award for the Vilas Life Cycle Professorship Program. Funded by the American Council on Education (ACE) and the Sloan Foundation. May 11, 2006.

Products Available to the Public:

Essays:

Sheridan, Jennifer; Jo Handelsman; Eve Fine; and Molly Carnes. 2005. "Sex and Science: Tips for Faculty."

Fine, Eve. 2004. "Benefits and Challenges of Diversity."

Videos:

"WISELI: *FORWARD* with Institutional Transformation." Documentary Video, third in series of three.

"WISELI: Building on a Legacy."

"WISELI: Advancing Institutional Transformation."

Brochures/Booklets:

"Advancing Your Career through Awards and Recognitions: A Guide for Women Faculty in the Sciences & Engineering."

"Reviewing Applicants: Research on Bias and Assumptions." 2nd Edition.

"Searching for Excellence and Diversity: A Guide for Faculty Search Committee Chairs."

"Enhancing Department Climate: A Guide for Department Chairs."

"Advancing Women in Science and Engineering: Advice to the Top."

Surveys:

Sheridan, Jennifer; Christine Maidl Pribbenow; Molly Carnes; and Jo Handelsman. January 2006. "2006 Study of Faculty Worklife at the University of Wisconsin-Madison." Climate survey instrument.

Lottridge, Sue; Jennifer Sheridan; Christine Maidl Pribbenow; Molly Carnes; and Jo Handelsman. March, 2003. "Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison." Climate survey instrument.

Lottridge, Sue; Jennifer Sheridan; Christine Maidl Pribbenow; Jo Handelsman; and Molly Carnes. January, 2003. "Study of Faculty Worklife at the University of Wisconsin-Madison." Climate survey instrument.

Reports to Funding Agencies:

Sheridan, Jennifer; Molly Carnes, Jo Handelsman, and Amy Wendt. December 2009. "Partnerships for Adaptation, Implementation, and Dissemination Annual Report 2009."

Sheridan, Jennifer; Molly Carnes, Jo Handelsman, and Amy Wendt. December 2008. "Partnerships for Adaptation, Implementation, and Dissemination Annual Report 2008."

Sheridan, Jennifer; Molly Carnes, Jo Handelsman, and Amy Wendt. December 2007. "Partnerships for Adaptation, Implementation, and Dissemination Annual Report 2007."

Sheridan, Jennifer; Molly Carnes and Jo Handelsman. September 2007. "Final Report of the ADVANCE Program for University of Wisconsin-Madison. 2002-2007."

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2006. "Annual Report of ADVANCE Program for University of Wisconsin-Madison."

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2005. "Annual Report of ADVANCE Program for University of Wisconsin-Madison."

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2004. "Annual Report of ADVANCE Program for University of Wisconsin-Madison."

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2003. "Annual Report of ADVANCE Program for University of Wisconsin-Madison."

Carnes, Molly; Jo Handelsman; and Jennifer Sheridan. 2002. "Annual Report of ADVANCE Program for University of Wisconsin-Madison."

Grant Proposals in Support of WISELI:

NSF Partnerships for Adaptation, Implementation, and Dissemination (PAID) Research program. "Breaking the Prejudice Habit through Bias Literacy: A Group-Randomized Trial of a Gender Equity Intervention." PI: Molly Carnes. Co-PIs: Jennifer Sheridan, Patricia Devine, Cecilia Ford, Angela Byars-Winston, Linda Baier Manwell, Tara Becker, Marjorie Rosenberg. Submitted February 24, 2009. Not Funded.

NSF Innovative Technology Experiences for Students and Teachers (ITEST) program. "Society's Grand Challenges in Engineering as a Context for High School Instruction in Science, Engineering, Technology and Mathematics: an ITEST Strategy Proposal." PI: Amy Wendt. Co-PIs: Steve Cramer, Susan Hagness, Kimberly Howard, Allen Phelps. Submitted February 20, 2009. Funded.

NIH Research on Causal Factors and Interventions that Promote and Support the Careers of Women in Biomedical and Behavioral Research program. "Advancement of Women in STEMM: A Multi-level Research and Action Project." PI: Molly Carnes. Co-PIs: Jennifer Sheridan, Patricia Devine, Cecilia Ford, Angela Byars-Winston, Linda Baier Manwell, Tara Becker, Marjorie Rosenberg. Submitted October 22, 2008. Funded.

NSF Innovation Through Institutional Integration (I³) program. "Wisconsin Institute for Research and Evaluation on Diversity in STEM." PI: Patrick Farrell. Co-PIs: Molly Carnes, Douglass Henderson, Jennifer Sheridan, Christine Pfund. Submitted April 9, 2008. Not Funded.

NSF Partnerships for Adaptation, Implementation, and Dissemination (PAID) program. “Effective Diffusion of Innovative ADVANCE Strategies in CIC Universities.” PI: Linda Katehi (UIUC). Co-PIs: Barbara Allen (CIC), Barbara Clark (Purdue), Jennifer Sheridan (UW-Madison), Russell Snyder (CIC). Submitted January 17, 2008. Not Funded.

NSF Partnerships for Adaptation, Implementation, and Dissemination (PAID) program. “ADVANCE Partnerships for Adaptation, Implementation, and Dissemination.” PI: Jennifer Sheridan. Co-PIs: Molly Carnes, Jo Handelsman, Amy Wendt. Submitted January 27, 2006. Funded.

NSF ADVANCE Institutional Transformation program. “ADVANCE Institutional Transformation Award.” PI: Molly Carnes. Co-PIs: Jo Handelsman, Jennifer Sheridan. Submitted May 8, 2001. Funded.

Evaluation Reports:

Winchell, Jessica. October 18, 2009. “Searching for Excellence & Diversity: Evaluation of the Workshop Presented to Union and Skidmore Colleges on May 12, 2009.”

Winchell, Jessica. August 18, 2009. “Running a Great Lab: Workshops for Principle Investigators: Evaluation of the 2008-2009 Workshop Series.”

Winchell, Jessica. August 12, 2009. “Implementing Climate Workshops for Department Chairs: Evaluation of the Workshop Presented to CIC Affiliates and Others on June 2, 2009.”

Winchell, Jessica. June 29, 2009. “Issues and trends in department climate experiences: Evidence from WISELI’s department climate survey.” Revision of May 2008 Report.

Geier, Susan. May 1, 2009. “Purdue Center for Faculty Success WISELI Search Committee Workshop Evaluation Report.” Prepared at Purdue University.

Pribbenow, Christine Maidl and Jennifer Sheridan. April 10, 2009. “Evaluation of the Vilas Life Cycle Professorship Program.

Winchell, Jessica. March 11, 2009. “Evaluation of the Workshop: ‘Implementing Training for Search Committees’ Presented to the University of Delaware on February 9, 2009.”

Winchell, Jessica. March 11, 2009. “Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the School of Medicine and Public Health November 7, 2008.”

Winchell, Jessica. March 11, 2009. “Searching for Excellence and Diversity: Evaluation of the Workshop Presented Across the UW-Madison School and Colleges Fall 2008.”

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Letters & Science Fall 2008."

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Agricultural and Life Sciences Fall 2008."

Pribbenow, Christine Maidl and Jessica Winchell. January 6, 2009. "Formative Review of WISELI's *Searching for Excellence and Diversity: A Workshop for Search Committees*."

Sheridan, Jennifer. December 9, 2008. "Results of PACE Survey of Engineering Undergraduates. University of Wisconsin-Madison College of Engineering. 2008."

Benting, Deveny. August 14, 2008. "Evaluation of 'Searching for Excellence & Diversity: A Workshop for Search Committees' Presented at Edgewood College on June 12, 2008."

Benting, Deveny. August 13, 2008. "Evaluation of the Workshop 'Searching for Excellence & Diversity: Implementing Training for Search Committees' Presented at the University of Illinois Urbana-Champaign on June 25, 2008."

Benting, Deveny. April 28, 2008. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to University of Alabama-Birmingham on March 26, 2008."

Pribbenow, Christine Maidl. April 2008. "Results of the 2006-07 Study of Faculty Attrition at the UW-Madison."

Benting, Deveny; Christine Maidl Pribbenow, and Jennifer Sheridan. April 2008. "Evaluation of the Vilas Life Cycle Professorships Program."

Benting, Deveny. February 27, 2008. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to Wayne State University on January 25, 2008."

Benting, Deveny. February 15, 2008. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to UW-Eau Claire on January 16, 2008."

Benting, Deveny. December 13, 2007. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the UW-Madison Art Department on November 14 and 15, 2007."

Benting, Deveny. November 20, 2007. "Searching for Excellence and Diversity: Evaluation of the Two-Session Workshop Presented to UW-Whitewater on September 24, 2007."

Benting, Deveny. October 23, 2007. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the UW-Madison Chemistry Department (August 28 and October 30, 2007)."

Pribbenow, Christine Maidl; Jennifer Sheridan; Brenda Parker; Jessica Winchell; Deveny Benting; Kathy O'Connell; Cecilia Ford; Ramona Gunther; and Amy Stambach. July

2007. "Summative Evaluation Report of WISELI: The Women in Science and Engineering Leadership Institute."

Sheridan, Jennifer. May 2007. "Gender Equity By The Numbers: Status of Women in Biological & Physical Sciences at the University of Wisconsin-Madison, 2002-2006."

Pribbenow, Christine Maidl and Jennifer Sheridan. April 2007. "Evaluation of the Vilas Life Cycle Professorships Program."

Benting, Deveny. March 29, 2007. "Evaluation of the Workshop: 'Implementing Training for Search Committees'. Presented to the Washington University Medical School on March 5, 2007."

Benting, Deveny. March 28, 2007. "Evaluation of the Workshop: 'Implementing Training for Search Committees'. Presented to the Washington University Danforth Campus on March 6, 2007."

Benting, Deveny. March 26, 2007. "Evaluation of 'Searching for Excellence and Diversity: A Workshop for Search Committees'. Presented at UW-Stout on March 1, 2007."

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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, 5/9/2007, 4/23/2008
CALS Department Chairs/Deans—10/28/2002, 1/26/2004, 12/1/2005, 1/23/2006, 12/15/2008
ENGR Department Chairs and Deans—11/6/2002, 2/4/2004, 1/4/2006, 10/1/2008
SMPH Clinical Science Chairs—10/14/2002, 3/9/2004, 1/10/2006, 9/22/2008
SMPH Basic Science Chairs—10/8/2002, 9/22/2008
SMPH Retreat—3/12/2005
Pharmacy Division Heads and Deans—4/12/2004, 12/15/2005, 12/15/2009
SVM Department Chairs and Deans—12/17/2002, 2/5/2004, 11/15/2005, 10/20/2009
L&S Natural Science Chairs—11/18/2002, 9/20/2004, 12/19/2005, 12/14/2009
L&S (All) Department Chairs—12/19/2005
SoHE Department Chairs and Deans—2/23/2004
Education Department Chairs and Deans—3/3/2004
Business Department Chairs—10/29/2009
Biological Science Deans—12/16/2003
Graduate School Deans—9/30/2004, 8/31/2005
University Committee—2/14/2005, 8/20/2008
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, 10/11/2007
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, 5/14/2008
Women Faculty Mentoring Program—9/19/2003, 8/22/2008
Plan 2008 Campus Resource Fair/Diversity Forum—5/7/2002, 9/21/2006, 9/28/2007
Showcase—4/3/2002, 4/5/2004, 3/27/2007
Women Faculty in SMPH—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, 8/31/2006,
 12/1/2006, 8/30/2007, 6/3/2008
L&S Equity & Diversity Committee—12/15/2006
Women's Philanthropy Council—4/26/2006
Bacteriology Teaching Institute—10/13/2006
Campus Diversity Plan Oversight Committee—2/8/2007
Wisconsin Institute for Discovery Program Committee—3/26/2007
SMPH Committee on Academic Staff Issues—5/15/2007
SMPH Equity & Diversity Committee—8/20/2009
Facilities Planning & Management Directors—9/29/2009
Faculty meetings in STEMM departments—
2009: Electrical & Computer Engineering, Endocrinology, Human
 Oncology, Medical History & Bioethics, Cardiovascular Medicine,
 Hematology & Oncology, Dermatology, Obstetrics & Gynecology,
 Genetics (CALS & SMPH), Surgery, Oncology, Biostatistics & Medical
 Informatics, Surgical Sciences, Pathobiological Sciences.
 Biosciences.



Annual Report 2009

Co-Directors, *University of Wisconsin-Madison*

Dr. Molly Carnes, Professor of Medicine and Industrial & Systems
Engineering

Dr. Amy Wendt, Professor of Electrical and Computer Engineering and
co-Chair, Electrical and Computer Engineering

Dr. Jennifer Sheridan, WISELI

May, 2010

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I. Executive Summary: Major Accomplishments in Year 8

In 2009, WISELI secured funding from the National Institutes of Health (NIH) to develop and implement a new workshop series: *Breaking the Prejudice Habit Through Bias Literacy*. Preparation for the new workshop and the many research projects surrounding it began well before we were awarded the funds. All other WISELI efforts were either on “autopilot” or even put on hold, while we moved in this new and exciting direction.

Some of the major developments in 2009 included:

- Award of an NIH proposal in response to the “Research on Causal Factors and Interventions that Promote and Support the Careers of Women in Biomedical and Behavioral Science and Engineering (R01)” solicitation. This project brings \$1M over four years to WISELI in part to conduct a group randomized trial of “Bias Literacy Workshops” in departments.
- Joan Williams visited Madison as the Denice D. Denton Distinguished speaker, a wonderful event that was highly attended. WISELI and the “Committee Honoring Denice’s Memory” partnered with the Office of Campus Childcare and the Women Faculty Mentoring Program to bring Joan Williams to campus.
- The Office of the Provost asked WISELI to implement a new *Study of Faculty Worklife* wave in 2010—moving up the timetable by 2-3 years.
- Due to the failing economy, the Vilas Trustees declined to fund the Vilas Life Cycle Professorship program in 2009. The Graduate School generously stepped up with funding for select applications. Fortunately, the Vilas Trust will resume funding of the program in 2010.
- WISELI implemented a “train-the-trainers” style workshop to personnel from 9 universities who wished to learn more about our approach to working with department chairs on climate issues in their departments.
- WISELI’s dissemination efforts continue to reach more universities. Over 50 different institutions or academic groups have purchased our materials, requested a workshop, asked for help or advice, visited campus, or invited WISELI personnel for talks this year. WISELI faculty and staff also published one peer-reviewed paper in 2009, and received acceptances on three other papers (for publication in 2010.)

We anticipate that 2010 will bring new challenges as we implement the new *Bias Literacy* workshop across the UW-Madison campus.

II. Activities: Status of WISELI Initiatives

A. Workshops

Searching for Excellence & Diversity: A Workshop for Search Committee Members

WISELI continued to implement the *Searching for Excellence & Diversity* workshops in 2009. We ran 3 workshops in 2009; 2 were college-based, and one was open to any faculty member on campus. Two of the workshops were run in our preferred 2-session model. Thirty-one faculty and 8 staff attended at least one of these workshops in 2009. This level of activity is well below average for WISELI.

- Two campus-wide diversity committees have become more interested in training all members of hiring committees and hiring managers—whether the position being filled is faculty, academic staff, or classified staff. Several non-academic units have approached WISELI to offer a hiring workshop. However, because the hiring of classified staff is of paramount importance to these units, we cannot proceed without some input from Human Resources. In 2010, we will work with the Office of Human Resources, the Office of Human Resource Development, and the Office of Equity & Diversity to create a workshop (based on the WISELI model) that is more appropriate for non-academic units.

Enhancing Department Climate: A Chair's Role

The *Enhancing Department Climate: A Chair's Role* workshop was conducted in spring semester of 2009. The spring 2009 workshop included 4 chairs, 2 of them from biological and physical science departments. In 2009, 2 departments that had participated in the workshop in previous years re-surveyed their department members.

- We have decided to not run climate workshops for department chairs in 2010, and possibly longer. We suspended the workshops in spring 2010 because the all-campus faculty climate survey was in the field, and we did not want to interfere with response rates. In addition, we are forging ahead with a new workshop (“Breaking the Bias Habit Through Bias Literacy”—see below). We will use a group-randomized design to evaluate the effectiveness of these new workshops; running a chair workshop during the same semester that a department is chosen for the Bias Literacy workshop intervention will interfere with our experimental design. We will begin offering the chair workshops again on a limited basis, as departments begin to filter through the Bias Literacy workshop schedule.

Running a Great Lab: Workshops for Principal Investigators

WISELI did not offer the *Running a Great Lab* workshops in 2009. The lack of staff and the introduction of the new Bias Literacy workshops made it impossible. The campus would like to see this workshop offered in 2010/11; that decision will be made in summer 2010.

Breaking the Prejudice Habit Through Bias Literacy

WISELI began designing a new workshop in 2009, in response to a call for proposals from the National Institutes for Health (NIH). The R01 program invited applications for “Research on Causal Factors and Interventions that Promote and Support the Careers of Women in Biomedical and Behavioral Science and Engineering.” In collaboration with Dr. Patricia (Trish) Devine (Psychology) and Dr. Cecilia (Ceci) Ford (English & Sociology), we are creating a 2.5 hour workshop to be delivered to 90 academic STEM (science, technology, engineering, mathematics, and medicine) departments or department sections at UW-Madison before 2013. The workshop in pilot form has been delivered four times in 2009: Twice at the University of Virginia; once to Facilities Planning & Management at UW-Madison, and once to Community and Environmental Sociology at UW-Madison. Feedback from these pilots, in addition to insights provided by Dr. Ford’s videotaping of the workshops, is being used to update and enhance the workshop for delivery in 2010.

The workshop will consist of three modules:

1. Implicit Bias. A brief overview of the psychological concept of Implicit Bias, including measurement. Dr. Devine will lead this module.
2. Identifying 6 Constructs Underlying Implicit Bias. On the theory that it is easier to identify and change a phenomenon if you have a name for it, Dr. Carnes will present six constructs that underlie the application of implicit bias in workplace settings.
3. Promoting Self-Efficacy Through 6 Strategies For Self-Regulation of Gender Bias. Dr. Devine will present six evidence-based strategies that one can use to reduce implicit gender bias.

Measurement of the effectiveness of the workshops will be outlined in Section II-C.

B. Grant Programs

Vilas Life Cycle Professorship Program

In 2009, WISELI was notified that the Vilas Trust would be unable to provide any funds for the Vilas Life Cycle Professorship program for 2009/10 academic year. The Vilas committee—Jennifer Sheridan, Amy Wendt, Nancy Mathews, and Jane Zuengler—all agreed to continue to solicit proposals. WISELI had enough funds in our income-generating account to award at least one grant, and we were hopeful that we could fund additional proposals via partnerships with schools and colleges, especially the Graduate School.

- As promised in our original agreement with the Provost’s Office, the campus provided \$96,995 to pay for those grants awarded in 2008 that extended beyond the fiscal year, into the 2009 fiscal year.
- We received 15 applications, and made 7 awards. Six awards (for \$145,036) were funded by the Graduate School. One award (for \$17,509) was split between the department and WISELI.
- In spring of 2009, 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. This report is available online at:
http://wiseli.engr.wisc.edu/docs/EvalReport_VLCP_2008.pdf.

Celebrating Women in Science & Engineering Grant Program

2009 was the last year of commitment to this program from the schools and colleges that contribute to the program (SMPH, ENGR, PHARM, VetMed, CALS, L&S, and IES¹). A summative evaluation was commissioned, due in spring of 2010. Pending the outcome of the evaluation, a decision will be made on the future of this program in summer of 2010.

- In 2009, 4 awards were made. One of these awards went to a first-time recipient of the funds.

C. Research & Evaluation Projects

Study of Faculty Worklife at UW-Madison

- In 2009, momentum built unexpectedly for a new all-faculty survey in early 2010. The Office of the Provost wanted to survey junior faculty (and recently-tenured faculty) about their experiences of the tenure process, as part of Vice Provost Steve Stern's "Tenure Conversations" project. In addition, the Office of Academic Planning & Analysis was interested in asking faculty a number of workload-related questions, in order to make peer comparisons via the Association of American Universities Data Exchange (AAUDE) climate survey group. Finally, the funding of our NIH R01 provided WISELI some additional funds and impetus to survey (a 2010 baseline would be far preferable to 2006 for evaluation of the Bias Literacy workshop impact.)
- Jennifer Sheridan worked closely with Vicki Lein at the UW Survey Center to revise almost all of the items from the 2006 survey that we wanted to include in the 2010 survey. Questions and answer categories were adjusted according to the current survey standards recommended by the research literature.
- Because the clinical and clinical health sciences (CHS) faculty in the SMPH, VetMed, and Pharmacy schools will be included in the Bias Literacy Workshop intervention, Molly Carnes asked Dean Golden of the SMPH if he would fund additional survey implementation to these title groups. Dean Golden agreed, and Jennifer Sheridan worked closely with Pat Kokotalio and Alice Frohna in the SMPH to alter the faculty survey to fit the clinical faculty reality. WISELI will pay for all CHS/clinical faculty outside of the SMPH (approximately 174 additional respondents.)

Exit Interview Study

- In 2009, Christine Maidl Pribbenow interviewed 20 retirees and 15 other faculty who left the UW. A draft of the report was completed in 2009, but additional editing per comments from Vice Provost Steve Stern continues into 2010, and the report will not be available until summer 2010. When completed, it will appear on the "Faculty Attrition Study" website.
- In 2009, Dr. Pribbenow experimented with using a survey form to capture the responses of exiting faculty who did not want to invest the time in a telephone interview. She

¹ School of Medicine and Public Health (SMPH); College of Engineering (ENGR); School of Pharmacy (PHARM); School of Veterinary Medicine (VetMed); College of Agricultural and Life Sciences (CALS); College of Letters & Sciences (L&S); and the Nelson Institute for Environmental Studies (IES).

found the data to be less than helpful, and it is doubtful that she will continue using this format in future exit interview studies.

- Per an agreement with Steve Stern, Christine will continue to annually complete interviews with faculty who left the UW in the previous year, but will only analyze data in a bi-annual basis. Thus, the next report will be due in late 2011 or early 2012.

Gender Equity Indicators at UW-Madison

- Jennifer Sheridan continues to collect the data formerly required by the National Science Foundation, in order to track the status of women at UW-Madison. Margaret Harrigan in the Office of Academic Planning and Analysis; Eden Inoway-Ronnie in the Office of the Provost, and Lori Hayward in the Office of the Secretary of the Faculty are instrumental in the collection and reporting of these data, presented annually in WISELI reports and on the WISELI website.
- Data from 2000 through 2009 are posted publicly at: <http://wiseli.engr.wisc.edu/indicators.php>. The Gender Equity Indicators page also includes a set of Powerpoint slides summarizing trends in these data over time. We have made these available so that any interested person could include these data in their own presentations and reports.

The Impact of Departmental Climate on Faculty Productivity and Attrition: A Structural Equation Modeling Analysis

- As part of the funded NIH R01 project, Jennifer Sheridan proposed to develop structural equation models (SEM) analyzing the relationships among departmental climate, faculty productivity, and faculty attrition. Work on this project will begin in 2010, with the collection of productivity and attrition data for all faculty in the STEMM departments. Modeling will begin with the 2003 data, and 2006 and 2010 data will be added on to form time-series analyses.

D. Networking Activities

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, 2009, we have 296 affiliates on our listserv.

Website

- In 2009, WISELI unveiled a major re-design of our website. All URLs changed, the design became cleaner and the organization more clear, and information became easier to find for users. In addition, many reports and presentations that had previously existed only in our files were posted online. Many pages that were vestiges of our original grant proposal have been removed.
- A major upgrade to the online "WISELI Library" was completed along with the updated website. All references are now stored in RefWorks, and users are able to use a more

sophisticated search function, as well as click on links directly to articles in many cases (either via the UW's "FindIt" feature, or WorldCat for those outside of UW).

- Traffic continues to remain high on the WISELI website in 2009. We received 25,955 hits from unique visitors in 2009, over 2,000 per month. Visitors to our site come mostly from the US/Puerto Rico (86.7%), but WISELI gets hits from across the globe. 3.7% of our hits come from Europe (especially Germany and Great Britain); 2.7% of our hits are from Asia (South Korea and China have the most); 1.2% from Australia and New Zealand; 0.7% from Canada; 0.4% from the Middle East (especially Israel and the U.A.E.); 0.3% are from Eastern Europe (Czech Republic and Ukraine are tops); 0.3% are from Mexico and South America (Brazil and Mexico have the most); and 0.3% are from Africa (South Africa and Egypt are the top 2). Hits from unknown countries continue to increase—3.9% of our hits are from unknown countries, and an additional 1.3% are from unknown European countries.

Denice D. Denton Distinguished Lecture Series

- Joan C. Williams, Distinguished Professor of Law at University of California-Hastings, presented the 2009 Denice D. Denton Distinguished Lecture on October 2, 2009. Her schedule included a public lecture, a talk with department chairs, and a meeting with women faculty; details are available at:
<http://wiseli.engr.wisc.edu/denton/denton-lecture2009.php> .
- Dr. Cora Marrett, Acting Director of the National Science Foundation, is the tentative speaker for 2010.

Leadership Development for Women

- Continuing with the experiment of purchasing audioconferences about women's leadership issues, WISELI purchased four such audioconferences in 2009, inviting all members of the WISELI listserv to participate. The four audioconferences were:
 - "Women's Leadership: Powerful Communication Skills To Be More Assertive." February 26, 2009.
 - "Women's Leadership: Stopping Toxic People From Sidetracking Your Career." June 9, 2009.
 - "Handling Difficult Conversations: Keys to Stopping Bad Behavior." June 19, 2009.
 - "Women's Leadership: Successful Delegation--Your Career Depends On It." December 2, 2009.

The audioconferences were not well-attended, each one hosted approximately eight faculty and staff. This does not appear to be a good use of time or resources, and we will reduce the number offered in 2010.

- The collaboration between the Women Faculty Mentoring Program (WFMP) and WISELI to create a new leadership development seminar or workshop for select women/persons on campus has not advanced in 2009.

E. Dissemination Activities

Train the Trainers: *Implementing Training for Search Committees*

Interest in our *Implementing Workshops for Search Committees* workshop for campuses outside of UW-Madison continues to remain high. However, we have decided to cut back on performing outside workshops because of our upcoming Bias Literacy workshop intervention, so beginning in 2010 there will be many fewer “train the trainer” workshops to report. In 2009:

- We fielded 7 inquiries about the on-site workshop, either via phone or email:
 - American Women in Science (AWIS)
 - Harvard University/Dana Farber Cancer Institute
 - Florida State University
 - Rutgers University
 - South Dakota School of Mines and Technology
 - University of South Florida
 - University of Wisconsin System
- We implemented the training at three universities:
 - Purdue University (January 2009)
 - University of Delaware (February 2009)
 - Skidmore College/Union College (May 2009)
- We hosted a visitor to our hiring workshops because we were unable to arrange to do the workshop on their campus in 2010:
 - University of Florida (October 2009)
- We have scheduled one workshop on another campus in spring semester of 2010:
 - South Dakota School of Mines and Technology (January 2010)
- The materials for these hiring workshops continues to be disseminated at institutions across the U.S. In 2009, we distributed our brochures and/or hiring guidebooks to 44 institutions, including:

Boise State University ('09)	Purdue University ('07, '08, '09)	University of Nebraska ('08, '09)
California State Polytechnic University ('09)	Rochester Institute of Technology ('09)	University of Nevada-Las Vegas ('09)
Columbia University ('09)	Rutgers University ('07, '09)	University of Northern Colorado ('09)
Delaware County Community College ('09)	Skidmore College ('09)	University of Ottawa ('09)
Florida Agricultural & Mechanical University ('09)	Texas A&M University ('09)	University of Pittsburgh ('09)

Florida International University ('09)	Union College ('09)	University of South Florida ('09)
Florida State University ('09)	University of Arizona ('09)	University of Virginia ('08, '09)
Framingham State University ('09)	University of Arkansas ('09)	University of Wisconsin-Platteville ('09)
Harvard Medical School/Children's Hospital Boston ('07); Dana Farber Cancer Institute ('09); Mass General Hospital ('09)	University of California-Los Angeles ('07, '09)	University of Wisconsin-River Falls ('09)
Indiana University ('07, '09)	University of Delaware ('09)	University of Wisconsin-Stevens Point ('09)
North Carolina State University ('08, '09)	University of Florida ('09)	University of Wisconsin-Stout ('07, '08, '09)
North Dakota State University ('09)	University of Iowa ('07, '08, '09)	Wayne State University ('08, '09)
Northeastern University ('09)	University of Medicine and Dentistry of New Jersey ('09)	West Virginia University ('09)
Ohio State University ('07, '09)	University of Minnesota ('07, '09)	Yale University ('08, '09)
Pennsylvania State University ('07, '09)	University of Missouri-Columbia ('09)	

Four additional organizations received our materials in 2009: (1) Association of Universities for research in Astronomy (AURA); (2) Council of Colleges of Arts & Sciences; (3) US Department of Labor; and (4) Space Telescope Science Institute.

- We distributed many brochures and guidebooks via campus visits and invited talks:
 - Jennifer Sheridan distributed brochures at the University of Virginia, where she gave an invited talk (March 2009).
 - Molly Carnes gave brochures to faculty and administrators at the University of Pittsburgh, where she was an invited speaker (April 2009).
 - Jennifer Sheridan distributed brochures as part of an invited talk at Rutgers University (April 2009).
 - Molly Carnes presented two talks at the University of Pittsburgh, where she also distributed WISELI materials (May 2009).
 - Jennifer Sheridan provided brochures and guidebooks to several University of Wisconsin System schools at the 2009 UW System Women & Science Program Spring Conference, where she was the keynote speaker (May 2009).
- In addition to distributing our printed documents, many universities use our digital materials:
 - 21 universities/organizations have taken our materials and added them directly into their own publications, websites, or presentations, and/or asked for permission to do so.

- 12 universities have a link to our materials from their websites, and/or cite one of our publications.

Train the Trainers: *Enhancing Department Climate: A Chair's Role*

- The Committee on Institutional Cooperation (CIC) asked WISELI to host a train-the-trainers workshop on the UW-Madison campus in 2009, as part of a CIC proposal to the National Science Foundation ADVANCE: PAID program. WISELI agreed, and presented the workshop on June 2, 2009 in Madison, WI.
- Dr. Jo Handelsman was the main presenter, but 11 additional faculty and staff from UW-Madison also participated either in serving on a panel, presenting material, or serving as table facilitators. Thirty-one people from 9 universities attended.
- One presenter/facilitator, Dr. Jeffrey Russell, was invited to visit North Carolina State University to help them implement the workshops on their own campus.
- Details and materials from the workshop are available at: <http://wiseli.engr.wisc.edu/climate/implementing.php>.

Course Development

- WISELI co-PI Molly Carnes continued to offer the seminar “Women and Leadership in Medicine, Science, and Engineering” in 2009. Dr. Carnes partnered with Dr. Carol Isaac to implement the course; 10 students participated in Spring 2009.

Publications & Presentations

- In 2009, WISELI-affiliated researchers published 1 article in peer-reviewed journal, with three more in press. See Section VIII for a detailed list of 2009 publications and presentations.
- In 2009, WISELI-affiliated researchers gave no peer-reviewed presentations of research, but did give several invited talks (12 outside of Madison, 8 in the Madison campus and community); see Section VIII for details.

Other Dissemination Activities

- **Invited Talks.** WISELI-affiliated personnel gave at least 20 invited talks in 2009 on WISELI-related research and/or topics related to women in science. Most talks were invited by other universities, such as: University of Virginia, University of Iowa, Penn State, Rutgers University, and University of Pittsburgh. A full list is available in Section VIII.
- **Participation on advisory boards.** Molly Carnes serves on the Advisory Board for the ADVANCE programs at University of Illinois-Chicago, and also on the Brown University ADVANCE advisory board. Jennifer Sheridan serves on the advisory board for: the North Dakota State University ADVANCE: IT program; ADVANCE:PAID projects at Louisiana State University and AWIS (AWARDS project); the START-IT program at the University of Wisconsin-La Crosse; and the ADVANCE Portal Website.
- **Advice/materials to individuals.** Over 72 groups or institutions (including some of our fellow ADVANCE: IT institutions) contacted WISELI in 2009 for advice, to request materials, or for some other reason pertaining to institutional transformation. The most common reasons for contact include: Information re: a specific WISELI program or

effort (e.g., climate surveys, hiring workshops, climate workshops, Life Cycle Grants), request for our brochures or guidebook, administrative help for another ADVANCE institution, invitations to give a talk, general information useful for women in science (e.g., where to find the text of Harvard President Larry Summers's 2005 remarks), permission to use our materials, and more.

III. Changes at WISELI From 2008 to 2009

A. Initiatives

- **Hiring workshops.** Hiring workshops were back in “full swing” in 2009.
- **Climate workshops.** Climate workshops were offered in both semesters of 2009, with average attendance. We completed a “train the trainer” style workshop in 2009, to disseminate this approach to addressing departmental climate issues. We do not plan to offer these workshops in 2010.
- **PI workshops.** WISELI declined to offer the PI workshops in 2009.
- **Bias literacy workshops.** WISELI is developing a new workshop for UW-Madison departments, to begin implementation in 2010.
- **Website.** The WISELI website underwent a major redesign in 2009. Our new brochure, “Advancing Women in Science and Engineering: Advice to the Top” was added to the WISELI bookstore in 2009.
- **Denice D. Denton Distinguished Lecture Series.** The third DDD Distinguished Lecture was given by Joan C. Williams in October, 2009.
- **Exit Interview Study.** Retirees were added to the exit interview process in 2009. The preliminary report was finished by December; the revised report should be available in summer of 2010.

B. Personnel

- **Directors.** No changes: Drs. Molly Carnes and Amy Wendt remain co-Directors of WISELI.
- **Staff.** Carol Sobek, the Grants and Contracts Specialist who handled WISELI's financial issues, took a new position in February 2009. Her position was not replaced for the remainder of 2009. A new hire for that position should be available in 2010. A new student hourly, Brad Kerr, joined the WISELI team in 2009. In addition, Linda Baier joined the team in her capacity of project manager for the NIH Bias Literacy Workshop grant.

C. Funding Sources

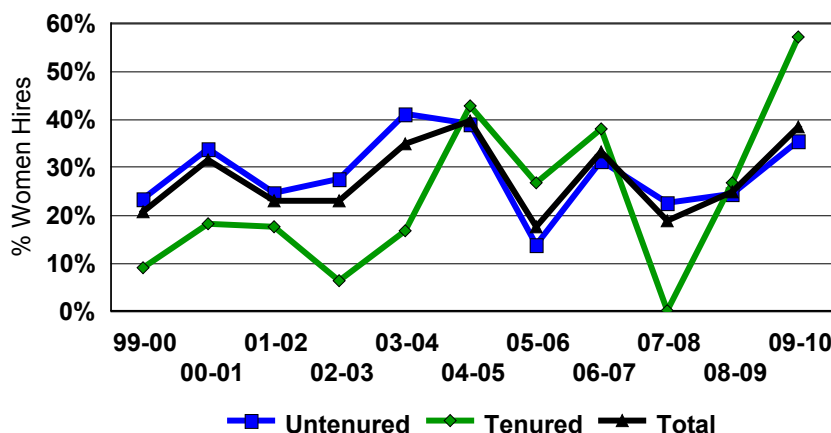
- Funding from the NIH R01 began in Fall 2009. This funding will supplement 15% of Jennifer Sheridan's salary, and 15% of Molly Carnes's salary, freeing up funds for Amy Wendt and Eve Fine that must be replaced due to the completion of Dr. Sheridan's PAID grant in early 2010.

IV. Changes in Status of Women at UW-Madison from 2008 to 2009

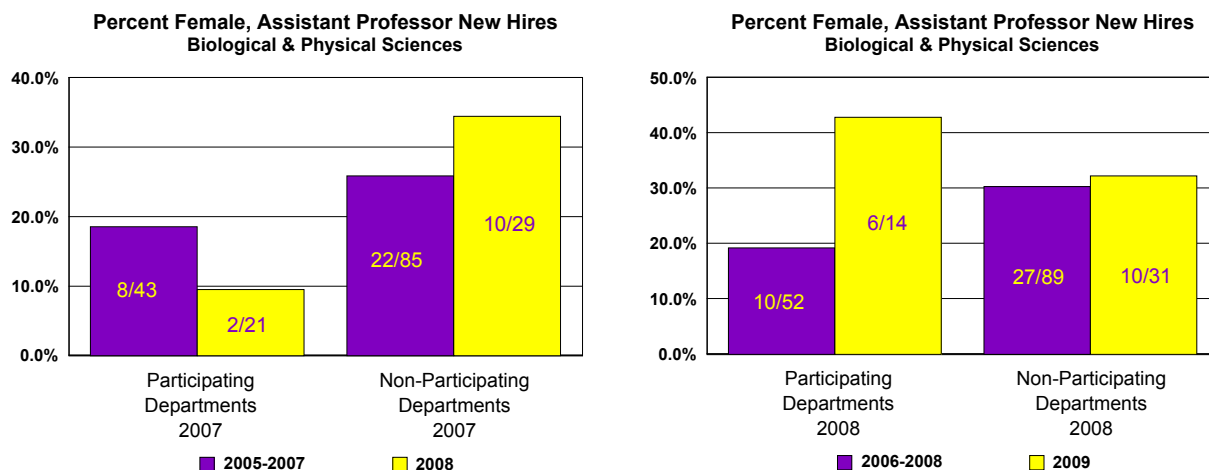
A. Hiring

In 2009, we are pleased to report a large rebound in hiring of women faculty; 38.5% of our new hires (all ranks) in biological and physical science departments are female this year. Women senior hires were outstanding in 2009—four out of the five senior hires last year were women. We note the cyclical nature of the hiring of women faculty in STEM over the past several years, and are investigating why this might be occurring, and how the State of Wisconsin's (and thus the UW-Madison's) biennial budgeting process might affect these cycles.

**Women as Percentage of New Hires
Biological and Physical Sciences**



In 2009, we also saw the re-establishment of the former relationship between departmental attendance at a WISELI hiring workshop, and hiring of women in the subsequent year:

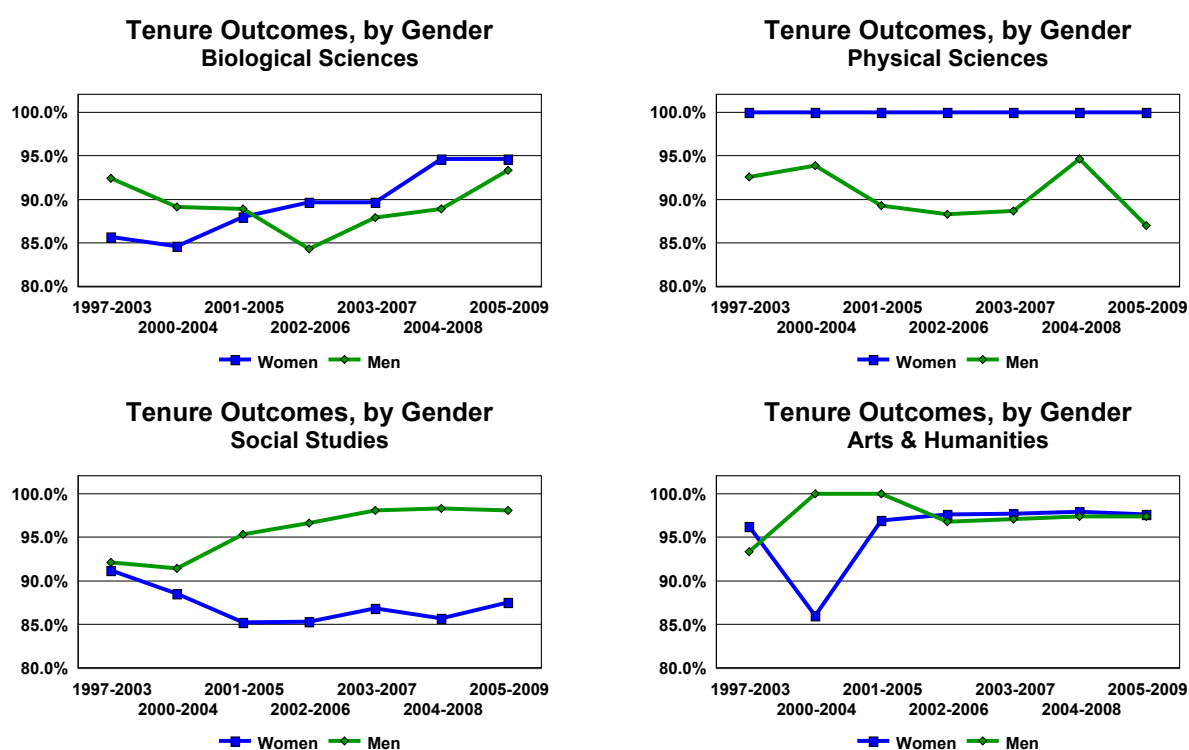


This pattern is particularly strong in the School of Medicine and Public Health (SMPH). We have produced a publication that is forthcoming in *Academic Medicine* about the experience in

the SMPH: Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. Forthcoming. "Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center." *Academic Medicine*.

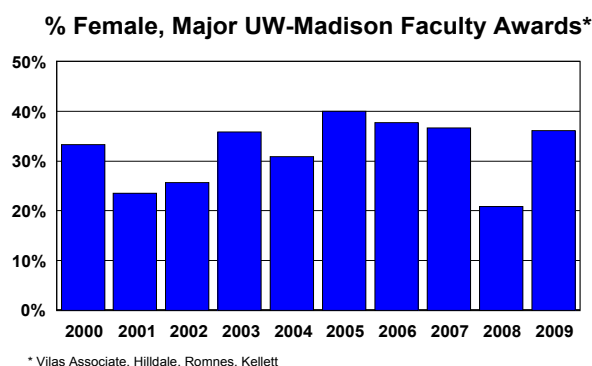
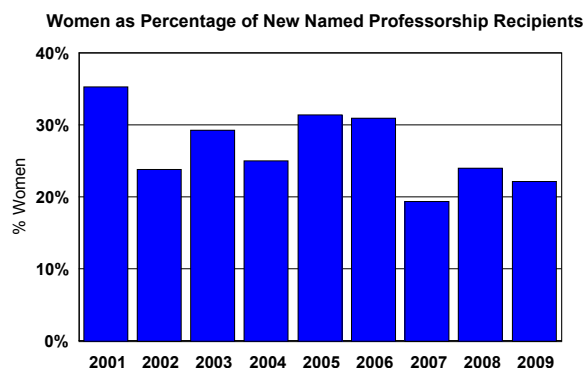
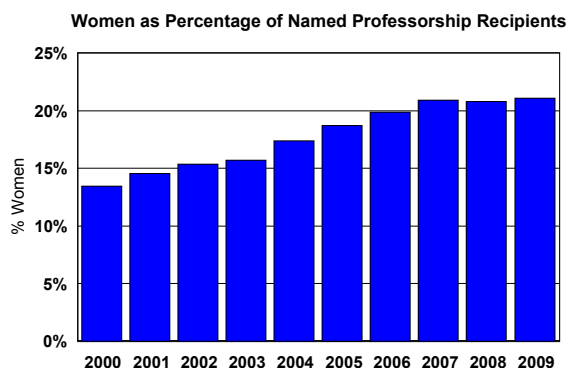
B. Tenure

- Tenure rates by cohort have reached parity in the Biological Sciences and Arts & Humanities divisions, but not in the Social and Physical Science divisions. Rates for men in Physical Sciences have fallen even more behind the 100% rates for women in 2009, while the rates for women in the Social Studies division continues to lag significantly behind that for men. The Vice Provost for Faculty and Staff convened an ad hoc committee to examine the tenure process at UW-Madison, and in 2009 requested data from WISELI to aid this group in that mission.



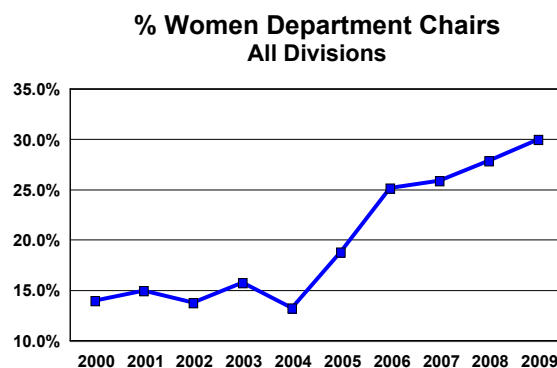
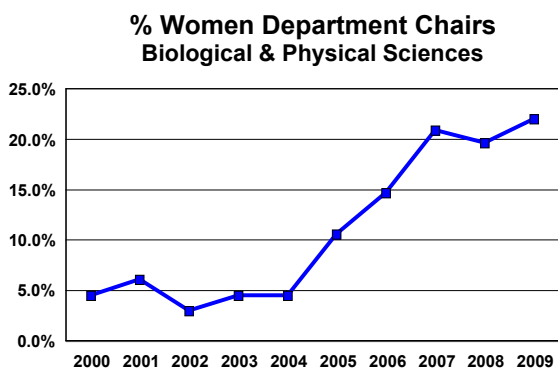
C. Awards and Honors

- The percentage of women earning a named professorship in 2009 is recovering from the steep drop in 2007, but still has not returned to levels that existed a few years ago. The overall percentage of women with named professorships seems to have stagnated at about 20%, while the percentage of women earning major UW-Madison faculty awards rebounded after the dismal percentage reported in 2008.



D. Leadership

- The numbers and percentages of women department chairs in STEM appears to have plateaued; however, the percentage across the entire campus continues to rise.



V. WISELI Management and Infrastructure

A. Funding Sources

- Grants.
 - We received a one-year no-cost extension for the NSF PAID award that began on 1/1/2007; we expect that funding to run out in spring of 2010.

- Dr. Amy Wendt submitted an NSF ITEST proposal in February 2009. It was awarded in 2010.
- Dr. Molly Carnes was awarded an R01 through the NIH in October 2009. This grant funds 15% of Dr. Sheridan's salary, and 15% of Dr. Carnes's salary, through 2013.
- We applied for a new NSF ADVANCE PAID grant in 2009 that would have expanded the Bias Literacy workshops to non-STEM departments. That grant was not funded.
- Dr. Molly Carnes will apply for one of the new "NIH Pathfinder" awards in 2010.
- Dr. Jennifer Sheridan will apply for an NSF PAID award in 2010 if a solicitation is offered.
- **Campus Support.**
 - The Office of the Provost is providing a large amount of funds to the WISELI program. Funds provide support for 100% of Jennifer Sheridan's salary. In addition, the campus provides \$55,000 annually until 2009. These funds support Brad Kerr, Eve Fine, Jessica Winchell, and miscellaneous travel and supply expenses.
 - The School of Medicine and Public Health is providing \$70,000, renewable annually. These funds are used to pay the salary of Christine Pribbenow, and Molly Carnes. \$2,000 of the funds are used to support the Celebrating Women in S&E grant program.
 - The College of Engineering is providing \$10,000 annually, as well as providing WISELI with excellent space in the newly-remodeled Mechanical Engineering Building. These funds are used to pay for supplies and travel for WISELI employees, and \$2,000 is set aside for the Celebrating Women in S&E grant program.
 - The College of Agricultural & Life Sciences, the College of Letters & Science, the School of Pharmacy, and the School of Veterinary Medicine all provide \$2,000 per year in support of the Celebrating Women in S&E grant program.
 - The Nelson Institute for Environmental Studies is providing \$500 per year in support of the Celebrating Women in S&E grant program.
 - The Vice Chancellor for Administration (Darrell Bazzell) provided a one-time payment of \$96,995 to cover the outstanding Vilas Life Cycle awards that were not paid for by the Vilas Trust in 2009.
 - The Graduate School providing funding (\$145,036 for 6 grants) for the Vilas Life Cycle Professorships in 2009.
 - One department in the SMPH contributed \$8,754 towards a Vilas Life Cycle Professorship award for a departmental member (and WISELI paid the rest from our income-generating account.)
- **Income-Generating Activities.**
 - Sales of our brochures and guidebooks, and presentation of our hiring workshops to outside universities, have generated over \$35,000 in additional income for WISELI in 2009.

B. Personnel

Co-Directors: Molly Carnes and Amy Wendt

Executive & Research Director: Jennifer Sheridan

Evaluation Director: Christine Maidl Pribbenow

Researcher: Eve Fine

Grants & Contracts Specialist: Carol Sobek (Jan.-Feb.)

Project Assistant: Jessica Winchell

Student Assistant: Brad Kerr

Project Director, Bias Literacy Workshops: Linda Baier

VI. Financial Report

2009 Financial Report

	Account						Total
	101 190240-4	144-PW16 190240-4	150-E874 190240-4	233-JM60 190240-4	136 190240-4	144-PRJ27YH 190240-4	
Income							
NIH						\$298,476	\$298,476
NSF							\$0
College of Engineering	\$6,643		\$20,000				\$26,643
Office of the Provost	\$76,251		\$110,000 *				\$186,251
School of Medicine & Public Health	\$70,000						\$70,000
College of Agriculture & Life Sciences	\$2,000						\$2,000
School of Veterinary Medicine	\$2,000						\$2,000
College of Letters & Sciences	\$2,000						\$2,000
School of Pharmacy	\$2,000						\$2,000
Nelson Institute							\$0
Foundation Fund				\$6,700			\$6,700
Income Generating Activities					\$43,470		\$43,470
Carryover from FY07 or FY08	\$62,200	\$254,033	\$7,129	-\$1,264	\$31,133		\$353,231
Expenditures							
Salaries							
Faculty Directors		\$47,531					\$47,531
WISELI Staff	\$100,290	\$44,558					\$144,848
Evaluation Staff	\$25,593						\$25,593
Bias Literacy Project Staff						\$33,475	
Fringe Benefits		\$34,100				\$11,547	\$45,647
Tuition Remission	\$4,591	\$4,104				\$2,370	\$11,065
Travel	\$240	\$2,354	\$362				\$2,956
Supplies and Equipment	\$4,721		\$143				\$4,864
Initiatives							
Celebrating Grants	\$9,427						\$9,427
Research & Evaluation Expenses	\$8,227					\$845	\$9,072
Library	\$427		\$176				\$603
Denice D. Denton Distinguished Lecture Series	\$152			\$1,317			\$1,469
Professional Development Activities for Faculty, Staff & Students	\$696		\$899				\$1,595
Workshop Expenses	\$1,437		\$282		\$1,581		\$3,300
Brochures, Booklets, & Other Publications	\$1,951		\$293		\$1,285		\$3,529
Dissemination Activities	\$670		\$1,952		\$5,366		\$7,988
Overhead		\$60,415				\$22,245	\$82,660
Total Income	\$223,094	\$254,033	\$137,129	\$5,436	\$74,603	\$298,476	\$992,771
Total Expenditures	\$158,422	\$193,062	\$4,107	\$1,317	\$8,232	\$70,482	\$435,622
Remaining Funds	\$64,672	\$60,971	\$133,022	\$4,119	\$66,371	\$227,994	\$557,149

* Office of Provost provided an extra \$55,000 contribution in 2009. It is not clear whether these funds will remain with WISELI or be returned.

VII. Expected WISELI Directions for 2010

A. Initiatives

- A new workshop, *Breaking the Prejudice Habit Through Bias Literacy*, will be developed and implemented.
- *Searching for Excellence & Diversity* hiring workshops, *Vilas Life Cycle Professorships*, and *Celebrating Women* grants will continue as in the past.
- *Enhancing Department Climate: A Chair's Role* climate workshops and *Running a Great Lab* PI workshops be suspended, while development and implementation of the new *Breaking the Prejudice Habit Through Bias Literacy* workshops begins.
- WISELI will severely limit our *Implementing Training for Hiring Committees* external workshops due to the new *Bias Literacy* workshop development.
- The campus is interested in possibly implementing a smaller *Study of Faculty Worklife* survey in early 2010; planning for this will commence in 2009.
- An evaluation for the *Celebrating Women in Science & Engineering* grant program will be conducted.
- Continued monitoring of institutional data.
- We expect to apply for an NSF ADVANCE/PAID grant if offered in 2010.
- Development of bias literacy video games will commence, with Molly Carnes's Pathfinder award (if funded).

B. Personnel

- With Carol Sobek's departure in early 2009, and the expected graduation of Jessica Winchell in 2010, WISELI will work with the College of Engineering to secure administrative and financial assistance, as well as research assistance.

C. Funding

- The ending of the ADVANCE: PAID grant will reduce the amount available to WISELI, even with the new NIH *Bias Literacy* grant. Staff reductions have proceeded accordingly (not replacing Deveny Benting, Jessica Winchell.)

VIII. WISELI Publications and Presentations, 2009

Papers Published:

Isaac, Carol; Barbara Lee; and Molly Carnes. 2009. "Interventions That Affect Gender Bias in Hiring: A Systematic Review." *Academic Medicine*. 84(10):1440-1446. **PMID: 19881440.**

Griffin, L; Carol Isaac C; and Molly Carnes. Forthcoming. "A qualitative study of faculty members' views of women chairs: The news is good." *Journal of Women's Health*.

Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. Forthcoming. "Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center." *Academic Medicine*.

Pribbenow, Christine Maidl; Jennifer Sheridan; Jessica Winchell; Deveny Benting; Jo Handelsman; and Molly Carnes. Forthcoming. "The Tenure Process and Extending the Tenure Clock: The Experience of Faculty at One University." *Higher Education Policy*.

Presentations:

Fine, Eve. October 30, 2009. "Enhancing Department Climate: A Workshop Series for Department Chairs." Invited speaker. 8th Annual NSF ADVANCE PI Meeting. Washington, DC.

Sheridan, Jennifer and Eve Fine. October 29, 2009. "Resources to Facilitate Institutional Transformation" Poster. 8th Annual NSF ADVANCE PI Meeting. Washington, DC.

Sheridan, Jennifer. October 22, 2009. "More Women in Science: The Institutional Challenge." Invited speaker. University of Virginia. Charlottesville, VA.

Pribbenow, Christine Maidl. July 29, 2009. "Evaluating Non-Profits." Radio Interview, In Business Magazine radio program. http://ibmadison.com/podcast?podcast_id=348.

Sheridan, Jennifer. July 23, 2009. "Unconscious Biases & Assumptions: Implications for Evaluating Women's Leadership." Invited speaker, UW-Madison Women & Leadership Symposium 2009. Madison, WI.

Carnes, Molly. July 23, 2009. Invited panelist, "Mentoring Moments: Insights & Perspectives from Doris Slesinger Awardees." UW-Madison Women & Leadership Symposium 2009. Madison, WI.

Carnes, Molly. June 9, 2009. "Gender Issues in Academic Medicine, Science, and Engineering." Invited speaker, University of Iowa. Iowa City, IA.

Sheridan, Jennifer. May 15, 2009. "Bias and Assumptions: Implications for Evaluating Women and Minorities at Critical Career Junctions." Keynote speaker. University of

Wisconsin System Women & Science Program Spring Conference. Wisconsin Dells, WI.

Carnes, Molly. May 14, 2009. "Factors Contributing to and Influencing the Current State." Invited speaker, "Breaking the Glass Ceiling: Designing the Culture that Promotes Satisfaction and Success" Faculty Summit. Penn State Hershey College of Medicine. Hershey, PA.

Sheridan, Jennifer. April 29, 2009. "Bias and Assumptions: Implications for Evaluating Women and Minorities at Critical Career Junctures." Invited speaker. Rutgers University. New Brunswick, NJ.

Carnes, Molly. April 28, 2009. "Gender Bias in Academic Medicine: Pitfalls, Promise and Progress." Invited speaker. University of Pittsburgh. Pittsburgh, PA.

Carnes, Molly. April 27, 2009. "Faculty Evaluation: How Implicit Bias Can Derail Departmental Goals." Invited speaker, University of Pittsburgh. Pittsburgh, PA.

Wendt, Amy. April 21, 2009. "Diverse Scientists Panel." Panelist. Sennett Middle School. Madison, WI.

Carnes, Molly. March 29, 2009. "Forewarned is Forearmed: An Evidence-Based Approach to Advancing Women in Academic Medicine." Invited speaker. American College of Cardiology Annual Meeting. Orlando, FL.

Carnes, Molly. March 9, 2009. "Promoting Gender Equity in Academic STEM: An Institutional Change Approach". Invited speaker. University of Virginia. Charlottesville, VA.

Sheridan, Jennifer. March 9, 2009. "More Women in Science: The Institutional Challenge." Invited speaker. University of Virginia. Charlottesville, VA.

Sheridan, Jennifer. February 27, 2009. "Project to Assess Climate in Engineering (PACE): Selected Results from UW-Madison." Invited speaker, College of Engineering Academic Affairs Monthly meeting. University of Wisconsin-Madison. Madison, WI.

Carnes, Molly. February 26, 2009. "Institutional Transformation." Invited speaker, College of Engineering Diversity Forum. University of Wisconsin-Madison. Madison, WI.

Sheridan, Jennifer. February 26, 2009. "Project to Assess Climate in Engineering (PACE): Selected Results from UW-Madison." Invited speaker, College of Engineering Diversity Forum. University of Wisconsin-Madison. Madison, WI.

Sheridan, Jennifer. February 19, 2009. "Understanding the Experiences of Underrepresented Students in Engineering: The PACE Study." Invited speaker, Sociology of Gender Brownbag Series. University of Wisconsin-Madison. Madison, WI.

Campus Visits/Dissemination of Programming:

“Implementing Climate Workshops for Department Chairs: A Training Session for Workshop Facilitators.” June 2, 2009. University of Wisconsin-Madison. Madison, WI.

“Searching for Excellence & Diversity” workshop, and “Implementing Workshops for Search Committees” workshop. May 12, 2009. Skidmore College and Union College. Schenectady, NY.

“Searching for Excellence & Diversity” workshop, and “Implementing Workshops for Search Committees” workshop. February 9, 2009. University of Delaware. Newark, DE.

“Searching for Excellence & Diversity” workshop, and “Implementing Workshops for Search Committees” workshop. January 16, 2009. Purdue University. West Lafayette, IN.

WISELI in the Press:

“Take Steps to Reduce Unconscious Bias in Hiring.” *Women in Higher Education Newsletter*. December, 2009.

“The Flexibility Stigma.” *BRAVA Magazine*. November 2009.

“Chairs Can Encourage Faculty to Use Flexible Policies.” *Women in Higher Education Newsletter*. November, 2009.

“Wisconsin Girls Collaborative Project 2009-10 STEM Collaboration Grants.” Bronze Sponsor. October 10, 2009. Wausau, WI.

“Academic Climate Change for Women in Science at University of Wisconsin-Madison.” Laura L. Mays Hoopes. *Association for Women in Science (AWIS) Magazine*. Summer 2009. 40(3): 12-13.

“Female Airmen Underrepresented in Tech Field.” *Air Force News*. March 8, 2009. http://www.airforcetimes.com/news/2009/03/airforce_technical_women_030709w/.

Reports to Funding Agencies:

Sheridan, Jennifer; Molly Carnes, Jo Handelsman, and Amy Wendt. December 2009. “Partnerships for Adaptation, Implementation, and Dissemination Annual Report 2009.”

Grant Proposals in Support of WISELI:

NSF Partnerships for Adaptation, Implementation, and Dissemination (PAID) Research program. “Breaking the Prejudice Habit through Bias Literacy: A Group-Randomized Trial of a Gender Equity Intervention.” PI: Molly Carnes. Co-PIs: Jennifer Sheridan, Patricia Devine, Cecilia Ford, Angela Byars-Winston, Linda Baier Manwell, Tara Becker, Marjorie Rosenberg. Submitted February 24, 2009. Not Funded.

NSF Innovative Technology Experiences for Students and Teachers (ITEST) program. "Society's Grand Challenges in Engineering as a Context for High School Instruction in Science, Engineering, Technology and Mathematics: an ITEST Strategy Proposal." PI: Amy Wendt. Co-PIs: Steve Cramer, Susan Hagness, Kimberly Howard, Allen Phelps. Submitted February 20, 2009. Funded.

Evaluation Reports:

Winchell, Jessica. October 18, 2009. "Searching for Excellence & Diversity: Evaluation of the Workshop Presented to Union and Skidmore Colleges on May 12, 2009."

Winchell, Jessica. August 18, 2009. "Running a Great Lab: Workshops for Principle Investigators: Evaluation of the 2008-2009 Workshop Series."

Winchell, Jessica. August 12, 2009. "Implementing Climate Workshops for Department Chairs: Evaluation of the Workshop Presented to CIC Affiliates and Others on June 2, 2009."

Winchell, Jessica. June 29, 2009. "Issues and trends in department climate experiences: Evidence from WISELI's department climate survey." Revision of May 2008 Report.

Geier, Susan. May 1, 2009. "Purdue Center for Faculty Success WISELI Search Committee Workshop Evaluation Report." Prepared at Purdue University.

Pribbenow, Christine Maidl and Jennifer Sheridan. April 10, 2009. "Evaluation of the Vilas Life Cycle Professorship Program.

Winchell, Jessica. March 11, 2009. "Evaluation of the Workshop: 'Implementing Training for Search Committees' Presented to the University of Delaware on February 9, 2009."

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the School of Medicine and Public Health November 7, 2008."

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented Across the UW-Madison School and Colleges Fall 2008."

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Letters & Science Fall 2008."

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Agricultural and Life Sciences Fall 2008."

Pribbenow, Christine Maidl and Jessica Winchell. January 6, 2009. "Formative Review of WISELI's *Searching for Excellence and Diversity: A Workshop for Search Committees*."

ADVANCE-Related Service

Sheridan, Jennifer. External Advisory Board Member, ADVANCE: PAID Project. Louisiana Tech University. 2009-Present.

Sheridan, Jennifer. Advisory Committee Member, AWARDS Project. American Women in Science/RAISE Project. 2009-Present.

Wendt, Amy. External Reviewer, Denice Denton Emerging Leaders Award. Anita Borg Institute for Women and Technology. <http://anitaborg.org/initiatives/awards/denice-denton-award/>. 2009-Present.

Sheridan, Jennifer. External Advisor, North Dakota State University ADVANCE Institutional Transformation project. 2009-2013.

Sheridan, Jennifer. Advisory Committee Member, ADVANCE Portal Website. 2008-Present.

Sheridan, Jennifer. Advisory Board Member, University of Wisconsin-La Crosse ADVANCE START project. 2008-Present.

Carnes, Molly. Advisory Board Member, RAISE Project. 2007-Present.

Carnes, Molly. External Advisor, University of Illinois-Chicago ADVANCE Institutional Transformation project, "Women in Science & Engineering System Transformation (WISEST)". 2006-2010.

Carnes, Molly. External Advisor, Brown University ADVANCE Institutional Transformation project. 2006-2010.

Presentations of WISELI Activities to Campus Groups

Pharmacy Division Heads and Deans—12/15/2009

SVM Department Chairs and Deans—10/20/2009

L&S Natural Science Chairs—12/14/2009

Business Department Chairs—10/29/2009

SMPH Equity & Diversity Committee—8/20/2009

Facilities Planning & Management Directors—9/29/2009

Faculty meetings in STEMM departments—

2009: Electrical & Computer Engineering, Endocrinology, Human Oncology, Medical History & Bioethics, Cardiovascular Medicine, Hematology & Oncology, Dermatology, Obstetrics & Gynecology, Genetics (CALS & SMPH), Surgery, Oncology, Biostatistics & Medical Informatics, Surgical Sciences, Pathobiological Sciences.

Institutional Data, 2009

Table 1. Number and Percent of Women Faculty in Science/Engineering by Department, 2009

Division/Department	Women	Men	% Women
Physical Sciences	64.00	386.35	14.2%
Biological Systems Engineering	1.00	12.25	7.5%
Soil Science	3.50	13.00	21.2%
Chemical & Biological Engineering	2.00	17.00	10.5%
Civil & Environmental Engineering	3.50	23.75	12.8%
Electrical & Computer Engineering	5.00	36.50	12.0%
Biomedical Engineering	4.00	6.10	39.6%
Industrial & Systems Engineering	4.50	11.00	29.0%
Mechanical Engineering	3.00	31.75	8.6%
Materials Science & Engineering	3.00	10.00	23.1%
Engineering Physics	1.25	20.50	5.7%
Engineering Professional Development	0.00	6.00	0.0%
Astronomy	4.75	8.00	37.3%
Chemistry	4.50	34.00	11.7%
Computer Sciences	6.00	31.00	16.2%
Geology & Geophysics	4.00	16.00	20.0%
Mathematics	2.25	44.00	4.9%
Atmospheric & Oceanic Sciences	2.00	12.00	14.3%
Physics	6.25	43.00	12.7%
Statistics	3.50	10.50	25.0%
Biological Sciences	200.81	564.25	26.2%
Agronomy	2.00	15.00	11.8%
Animal Science	2.00	14.60	12.0%
Bacteriology	7.00	12.00	36.8%
Biochemistry	7.50	26.00	22.4%
Dairy Science	1.00	12.40	7.5%
Entomology	3.00	11.00	21.4%
Food Science	1.00	12.00	7.7%
Genetics	3.00	11.67	20.4%
Horticulture	2.00	10.50	16.0%
Nutritional Sciences	5.00	6.50	43.5%
Plant Pathology	6.00	7.00	46.2%
Forest & Wildlife Ecology	2.50	17.50	12.5%
Kinesiology	9.00	6.00	60.0%
Nelson Institute for Environmental Studies	3.50	6.25	35.9%
Botany	6.50	8.50	43.3%
Communicative Disorders	10.00	4.00	71.4%
Zoology	8.00	13.00	38.1%
Anatomy	5.00	12.50	28.6%
Anesthesiology	0.00	5.50	0.0%
Biostatistics & Medical Informatics	2.75	12.00	18.6%
Family Medicine	2.00	7.75	20.5%
Genetics	2.00	6.93	22.4%
Obstetrics & Gynecology	3.00	8.00	27.3%

Medical History & Bioethics	4.50	5.90	43.3%
Human Oncology	1.00	10.25	8.9%
Medicine	12.50	47.15	21.0%
Dermatology	0.00	7.00	0.0%
Medical Microbiology	5.20	8.00	39.4%
Medical Physics	2.00	14.95	11.8%
Neurology	3.00	10.00	23.1%
Neurological Surgery	2.00	8.00	20.0%
Oncology	6.50	11.90	35.3%
Ophthalmology & Visual Sciences	3.50	11.00	24.1%
Orthopedics & Rehabilitation	1.00	7.50	11.8%
Pathology & Laboratory Medicine	5.00	13.00	27.8%
Pediatrics	12.25	11.20	52.2%
Pharmacology	3.00	7.00	30.0%
Biomolecular Chemistry	2.80	7.75	26.5%
Physiology	5.00	12.00	29.4%
Population Health Sciences	9.30	13.00	41.7%
Psychiatry	6.51	9.10	41.7%
Radiology	1.50	15.95	8.6%
Surgery	1.00	18.00	5.3%
Urology	0.00	3.00	0.0%
School of Pharmacy	6.50	24.00	21.3%
Medical Sciences	4.00	8.00	33.3%
Pathobiological Sciences	2.00	17.00	10.5%
Comparative Biosciences	6.00	11.00	35.3%
Surgical Sciences	1.00	6.00	14.3%
Social Studies	230.70	331.72	41.0%
Agricultural & Applied Economics	3.00	17.90	14.4%
Life Sciences Communication	5.00	4.00	55.6%
Community & Environmental Sociology	5.00	7.00	41.7%
Natural Resources-Landscape Architecture	4.00	3.00	57.1%
Urban & Regional Planning	1.00	3.00	25.0%
School of Business	16.75	58.67	22.2%
Counseling Psychology	5.00	3.00	62.5%
Curriculum & Instruction	17.25	15.15	53.2%
Educational Leadership & Policy Analysis	3.00	12.00	20.0%
Educational Policy Studies	5.00	6.00	45.5%
Educational Psychology	7.00	10.00	41.2%
Rehabilitation Psychology & Special Education	6.00	6.00	50.0%
School of Human Ecology	21.00	11.00	65.6%
Law School	14.50	21.25	40.6%
Anthropology	8.00	11.00	42.1%
Afro-American Studies	5.50	2.25	71.0%
Communication Arts	9.00	12.00	42.9%
Economics	2.20	26.33	7.7%
Ethnic Studies	0.50	0.00	100.0%
Geography	4.00	11.00	26.7%
LaFollette School of Public Affairs	4.00	8.75	31.4%
School of Journalism & Mass Communication	6.00	8.50	41.4%
School of Library & Information Studies	7.00	1.50	82.4%

Political Science	9.00	24.75	26.7%
Psychology	17.00	14.00	54.8%
Social Work	9.50	4.00	70.4%
Sociology	15.00	22.92	39.6%
Urban & Regional Planning	0.00	4.75	0.0%
School of Nursing	18.50	0.00	100.0%
Professional Development & Applied Studies	2.00	2.00	50.0%
Humanities	154.25	193.23	44.4%
Art	9.00	19.00	32.1%
Dance	4.00	3.00	57.1%
African Languages & Literature	3.00	4.50	40.0%
Art History	9.00	4.75	65.5%
Classics	3.00	3.00	50.0%
Comparative Literature	1.00	2.25	30.8%
East Asian Languages & Literature	6.00	6.00	50.0%
English	24.20	19.30	55.6%
French & Italian	8.00	10.25	43.8%
German	6.00	8.35	41.8%
Hebrew & Semitic Studies	2.00	3.00	40.0%
History	17.00	26.00	39.5%
History of Science	2.00	4.50	30.8%
Linguistics	3.00	3.00	50.0%
School of Music	14.50	31.00	31.9%
Philosophy	2.00	13.00	13.3%
Scandinavian Studies	4.00	2.00	66.7%
Slavic Languages	4.00	5.00	44.4%
Languages & Cultures of Asia	5.00	4.33	53.6%
Spanish & Portuguese	11.00	13.00	45.8%
Theatre & Drama	7.75	6.00	56.4%
Gender & Women's Studies	5.00	0.00	100.0%
Social Sciences	0.00	1.00	0.0%
Liberal Studies & the Arts	3.80	1.00	79.2%

SOURCE: October 2009 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, 2009

Division/Department	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	26.00	15.50	22.50	251.25	62.10	73.00	9.4%	20.0%	23.6%
Biological Systems Engineering	0.00	1.00	0.00	8.25	1.00	3.00	0.0%	50.0%	0.0%
Soil Science	0.00	3.50	0.00	9.00	1.00	3.00	0.0%	77.8%	0.0%
Chemical & Biological Engineering	1.00	0.00	1.00	10.00	5.00	2.00	9.1%	0.0%	33.3%
Civil & Environmental Engineering	1.00	0.50	2.00	16.75	5.00	2.00	5.6%	9.1%	50.0%
Electrical & Computer Engineering	2.00	0.00	3.00	26.50	7.00	3.00	7.0%	0.0%	50.0%
Biomedical Engineering	0.00	1.00	3.00	3.50	0.60	2.00	0.0%	62.5%	60.0%
Industrial & Systems Engineering	3.50	0.00	1.00	4.00	5.00	2.00	46.7%	0.0%	33.3%
Mechanical Engineering	1.00	1.00	1.00	17.75	7.00	7.00	5.3%	12.5%	12.5%
Materials Science & Engineering	1.00	0.00	2.00	4.00	3.00	3.00	20.0%	0.0%	40.0%
Engineering Physics	1.25	0.00	0.00	15.50	3.00	2.00	7.5%	0.0%	0.0%
Engineering Professional Development	0.00	0.00	0.00	4.00	1.00	1.00	0.0%	0.0%	0.0%
Astronomy	2.75	0.00	2.00	5.00	0.00	3.00	35.5%	N/A	40.0%
Chemistry	1.50	2.00	1.00	23.00	2.00	9.00	6.1%	50.0%	10.0%
Computer Sciences	3.00	1.00	2.00	17.00	5.00	9.00	15.0%	16.7%	18.2%
Geology & Geophysics	3.00	1.00	0.00	10.00	3.00	3.00	23.1%	25.0%	0.0%
Mathematics	0.75	1.50	0.00	32.25	3.00	8.75	2.3%	33.3%	0.0%
Atmospheric & Oceanic Sciences	0.00	0.00	2.00	8.00	1.00	3.00	0.0%	0.0%	40.0%
Physics	3.25	1.00	2.00	29.00	9.00	5.00	10.1%	10.0%	28.6%
Statistics	1.00	2.00	0.50	7.75	0.50	2.25	11.4%	80.0%	18.2%
Biological Sciences	81.56	59.00	60.25	351.70	115.05	97.50	18.8%	33.9%	38.2%
Agronomy	0.00	1.00	1.00	9.00	2.00	4.00	0.0%	33.3%	20.0%
Animal Science	0.00	0.00	2.00	9.60	2.00	3.00	0.0%	0.0%	40.0%
Bacteriology	5.50	1.50	0.00	8.00	4.00	0.00	40.7%	27.3%	N/A
Biochemistry	6.00	0.50	1.00	20.00	3.00	3.00	23.1%	14.3%	25.0%
Dairy Science	1.00	0.00	0.00	8.40	3.00	1.00	10.6%	0.0%	0.0%
Entomology	1.00	2.00	0.00	8.00	2.00	1.00	11.1%	50.0%	0.0%
Food Science	0.00	1.00	0.00	10.00	1.00	1.00	0.0%	50.0%	0.0%
Genetics	0.00	1.00	2.00	11.17	0.50	0.00	0.0%	66.7%	100.0%
Horticulture	0.00	2.00	0.00	7.50	3.00	0.00	0.0%	40.0%	N/A
Nutritional Sciences	3.00	2.00	0.00	4.50	1.00	1.00	40.0%	66.7%	0.0%
Plant Pathology	3.00	1.00	2.00	5.00	0.00	2.00	37.5%	100.0%	50.0%
Forest & Wildlife Ecology	0.50	0.00	2.00	9.00	6.00	2.50	5.3%	0.0%	44.4%
Kinesiology	2.00	3.00	4.00	1.00	3.00	2.00	66.7%	50.0%	66.7%
Nelson Institute for Environmental Studies	1.50	1.00	1.00	4.25	0.00	2.00	26.1%	100.0%	33.3%
Botany	3.00	0.00	3.50	7.00	1.50	0.00	30.0%	0.0%	100.0%
Communicative Disorders	4.00	4.00	2.00	4.00	0.00	0.00	50.0%	100.0%	100.0%
Zoology	2.00	5.00	1.00	8.00	4.00	1.00	20.0%	55.6%	50.0%

Anatomy	3.00	2.00	0.00	9.50	2.00	1.00	24.0%	50.0%	0.0%
Anesthesiology	0.00	0.00	0.00	3.50	2.00	0.00	0.0%	0.0%	N/A
Biostatistics & Medical Informatics	1.25	1.50	0.00	4.75	2.00	5.25	20.8%	42.9%	0.0%
Family Medicine	1.00	1.00	0.00	3.10	1.65	3.00	24.4%	37.7%	0.0%
Genetics	0.00	0.00	2.00	2.43	0.50	4.00	0.0%	0.0%	33.3%
Obstetrics & Gynecology	1.00	2.00	0.00	5.00	2.00	1.00	16.7%	50.0%	0.0%
Medical History & Bioethics	2.00	1.50	1.00	1.90	2.00	2.00	51.3%	42.9%	33.3%
Human Oncology	0.00	1.00	0.00	8.05	0.20	2.00	0.0%	83.3%	0.0%
Medicine	2.50	3.00	7.00	22.40	15.75	9.00	10.0%	16.0%	43.8%
Dermatology	0.00	0.00	0.00	4.00	3.00	0.00	0.0%	0.0%	N/A
Medical Microbiology	3.00	1.00	1.20	7.00	1.00	0.00	30.0%	50.0%	100.0%
Medical Physics	1.00	0.00	1.00	7.90	5.25	1.80	11.2%	0.0%	35.7%
Neurology	1.00	0.00	2.00	6.00	1.00	3.00	14.3%	0.0%	40.0%
Neurological Surgery	1.00	0.00	1.00	2.00	3.00	3.00	33.3%	0.0%	25.0%
Oncology	1.50	2.00	3.00	10.90	1.00	0.00	12.1%	66.7%	100.0%
Ophthalmology & Visual Sciences	3.50	0.00	0.00	8.00	2.00	1.00	30.4%	0.0%	0.0%
Orthopedics & Rehabilitation	0.00	0.00	1.00	3.50	3.00	1.00	0.0%	0.0%	50.0%
Pathology & Laboratory Medicine	4.00	1.00	0.00	8.00	3.00	2.00	33.3%	25.0%	0.0%
Pediatrics	4.50	2.00	5.75	8.20	1.00	2.00	35.4%	66.7%	74.2%
Pharmacology	1.00	1.00	1.00	5.00	2.00	0.00	16.7%	33.3%	100.0%
Biomolecular Chemistry	1.00	1.00	0.80	4.50	2.00	1.25	18.2%	33.3%	39.0%
Physiology	4.00	1.00	0.00	9.00	1.00	2.00	30.8%	50.0%	0.0%
Population Health Sciences	4.30	2.00	3.00	6.00	2.50	4.50	41.7%	44.4%	40.0%
Psychiatry	1.51	3.00	2.00	3.70	0.00	5.40	29.0%	100.0%	27.0%
Radiology	0.50	1.00	0.00	8.95	3.20	3.80	5.3%	23.8%	0.0%
Surgery	0.00	0.00	1.00	13.00	2.00	3.00	0.0%	0.0%	25.0%
Urology	0.00	0.00	0.00	3.00	0.00	0.00	0.0%	N/A	N/A
School of Pharmacy	1.50	2.00	3.00	14.00	4.00	6.00	9.7%	33.3%	33.3%
Medical Sciences	2.00	1.00	1.00	4.00	2.00	2.00	33.3%	33.3%	33.3%
Pathobiological Sciences	0.00	2.00	0.00	11.00	4.00	2.00	0.0%	33.3%	0.0%
Comparative Biosciences	3.00	1.00	2.00	5.00	3.00	3.00	37.5%	25.0%	40.0%
Surgical Sciences	0.00	1.00	0.00	4.00	2.00	0.00	0.0%	33.3%	N/A
Social Studies	105.70	37.00	88.00	211.72	60.50	59.50	33.3%	37.9%	59.7%
Agricultural & Applied Economics	0.00	0.00	3.00	11.90	4.00	2.00	0.0%	0.0%	60.0%
Life Sciences Communication	2.00	3.00	0.00	2.00	0.00	2.00	50.0%	100.0%	0.0%
Community & Environmental Sociology	2.00	0.00	3.00	6.00	0.00	1.00	25.0%	N/A	75.0%
Natural Resources-Landscape Architecture	1.00	1.00	2.00	1.00	1.00	1.00	50.0%	50.0%	66.7%
Urban & Regional Planning	0.00	0.00	1.00	1.00	0.00	2.00	0.0%	N/A	33.3%
School of Business	3.75	5.00	8.00	33.67	15.00	10.00	10.0%	25.0%	44.4%
Counseling Psychology	2.00	0.00	3.00	3.00	0.00	0.00	40.0%	N/A	100.0%
Curriculum & Instruction	7.25	2.00	8.00	12.15	1.00	2.00	37.4%	66.7%	80.0%
Educational Leadership & Policy Analysis	3.00	0.00	0.00	8.00	2.00	2.00	27.3%	0.0%	0.0%
Educational Policy Studies	2.00	0.00	3.00	3.00	2.00	1.00	40.0%	0.0%	75.0%
Educational Psychology	4.00	1.00	2.00	9.00	0.00	1.00	30.8%	100.0%	66.7%

Rehabilitation Psychology & Special Education	2.00	1.00	3.00	2.00	2.00	2.00	50.0%	33.3%	60.0%
School of Human Ecology	12.00	3.00	6.00	7.00	1.00	3.00	63.2%	75.0%	66.7%
Law School	7.50	1.00	6.00	13.25	4.00	4.00	36.1%	20.0%	60.0%
Anthropology	6.00	1.00	1.00	5.00	6.00	0.00	54.5%	14.3%	100.0%
Afro-American Studies	2.50	1.00	2.00	2.25	0.00	0.00	52.6%	100.0%	100.0%
Communication Arts	4.00	3.00	2.00	7.00	3.00	2.00	36.4%	50.0%	50.0%
Economics	0.20	0.00	2.00	13.33	3.00	10.00	1.5%	0.0%	16.7%
Ethnic Studies	0.50	0.00	0.00	0.00	0.00	0.00	100.0%	N/A	N/A
Geography	1.00	0.00	3.00	8.00	2.00	1.00	11.1%	0.0%	75.0%
LaFollette School of Public Affairs	2.00	1.00	1.00	4.50	2.50	1.75	30.8%	28.6%	36.4%
School of Journalism & Mass Communication	3.00	0.00	3.00	8.50	0.00	0.00	26.1%	N/A	100.0%
School of Library & Information Studies	2.00	3.00	2.00	0.50	0.00	1.00	80.0%	100.0%	66.7%
Political Science	4.00	3.00	2.00	15.00	5.00	4.75	21.1%	37.5%	29.6%
Psychology	12.00	0.00	5.00	11.00	2.00	1.00	52.2%	0.0%	83.3%
Social Work	2.50	2.00	5.00	3.00	1.00	0.00	45.5%	66.7%	100.0%
Sociology	6.00	3.00	6.00	14.92	4.00	4.00	28.7%	42.9%	60.0%
Urban & Regional Planning	0.00	0.00	0.00	3.75	0.00	1.00	0.0%	N/A	0.0%
School of Nursing	9.50	3.00	6.00	0.00	0.00	0.00	100.0%	100.0%	100.0%
Professional Development & Applied Studies	2.00	0.00	0.00	2.00	0.00	0.00	50.0%	N/A	N/A
Humanities	90.25	39.50	24.50	128.23	37.00	28.00	41.3%	51.6%	46.7%
Art	5.00	3.00	1.00	10.00	5.00	4.00	33.3%	37.5%	20.0%
Dance	1.00	0.00	3.00	2.00	0.00	1.00	33.3%	N/A	75.0%
African Languages & Literature	2.00	1.00	0.00	2.50	0.00	2.00	44.4%	100.0%	0.0%
Art History	4.00	4.00	1.00	4.75	0.00	0.00	45.7%	100.0%	100.0%
Classics	3.00	0.00	0.00	1.00	1.00	1.00	75.0%	0.0%	0.0%
Comparative Literature	1.00	0.00	0.00	0.25	2.00	0.00	80.0%	0.0%	N/A
East Asian Languages & Literature	2.00	4.00	0.00	1.00	2.00	3.00	66.7%	66.7%	0.0%
English	15.20	6.00	3.00	13.30	4.00	2.00	53.3%	60.0%	60.0%
French & Italian	4.00	1.00	3.00	9.25	1.00	0.00	30.2%	50.0%	100.0%
German	4.00	2.00	0.00	6.35	2.00	0.00	38.6%	50.0%	N/A
Hebrew & Semitic Studies	2.00	0.00	0.00	1.00	0.00	2.00	66.7%	N/A	0.0%
History	11.00	3.00	3.00	18.00	5.00	3.00	37.9%	37.5%	50.0%
History of Science	1.00	1.00	0.00	1.50	3.00	0.00	40.0%	25.0%	N/A
Linguistics	3.00	0.00	0.00	2.00	0.00	1.00	60.0%	N/A	0.0%
School of Music	9.50	3.00	2.00	26.00	3.00	2.00	26.8%	50.0%	50.0%
Philosophy	2.00	0.00	0.00	11.00	1.00	1.00	15.4%	0.0%	0.0%
Scandinavian Studies	2.00	1.00	1.00	2.00	0.00	0.00	50.0%	100.0%	100.0%
Slavic Languages	2.00	1.00	1.00	3.00	2.00	0.00	40.0%	33.3%	100.0%
Languages & Cultures of Asia	3.00	1.00	1.00	3.33	1.00	0.00	47.4%	50.0%	100.0%
Spanish & Portuguese	5.00	4.00	2.00	6.00	3.00	4.00	45.5%	57.1%	33.3%
Theatre & Drama	4.75	3.00	0.00	3.00	2.00	1.00	61.3%	60.0%	0.0%
Gender & Women's Studies	0.00	1.50	3.50	0.00	0.00	0.00	N/A	100.0%	100.0%
Social Sciences	0.00	0.00	0.00	0.00	0.00	1.00	N/A	N/A	0.0%
Liberal Studies & the Arts	3.80	0.00	0.00	1.00	0.00	0.00	79.2%	N/A	N/A

SOURCE: October 2009 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, 2009

2005 - 2009						
Division/Department	Women			Men		
	Reviewed	Achieved	%	Reviewed	Achieved	%
Physical Sciences	16	16	100.0%	69	60	87.0%
Biological Sciences	37	35	94.6%	75	70	93.3%
Social Studies	40	35	87.5%	53	52	98.1%
Humanities	42	41	97.6%	39	38	97.4%

SOURCE: Office of the Secretary of the Faculty.

Table 3b. Tenure Promotion Outcomes by Gender, 2009

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	17	0.0%	11.8%	88.2%	87	0.0%	24.1%	75.9%
1991-95	7	0.0%	57.1%	42.9%	35	0.0%	20.0%	80.0%
1995-99	10	0.0%	40.0%	60.0%	34	0.0%	11.8%	88.2%
1999-03	15	0.0%	20.0%	80.0%	75	1.3%	21.3%	77.3%
2003-07	20	70.0%	10.0%	20.0%	57	59.6%	8.8%	31.6%
2007-11	5	100.0%	0.0%	0.0%	34	91.2%	2.9%	5.9%

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	27	0.0%	40.7%	59.3%	103	0.0%	32.0%	68.0%
1991-95	26	0.0%	26.9%	73.1%	82	0.0%	24.4%	75.6%
1995-99	22	0.0%	22.7%	77.3%	47	0.0%	25.5%	74.5%
1999-03	44	6.8%	20.5%	72.7%	84	1.2%	26.2%	72.6%
2003-07	31	71.0%	3.2%	25.8%	58	55.2%	12.1%	32.8%
2007-11	15	100.0%	0.0%	0.0%	39	97.4%	0.0%	2.6%

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	72	0.0%	51.4%	48.6%	83	0.0%	54.2%	45.8%
1991-95	48	0.0%	45.8%	54.2%	50	0.0%	42.0%	58.0%
1995-99	41	0.0%	58.5%	41.5%	54	0.0%	51.9%	48.1%
1999-03	52	5.8%	50.0%	44.2%	79	1.3%	35.4%	63.3%
2003-07	62	61.3%	17.7%	21.0%	47	53.2%	19.1%	27.7%
2007-11	23	91.3%	4.3%	4.3%	24	95.8%	4.2%	0.0%

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	44	0.0%	36.4%	63.6%	50	0.0%	36.0%	64.0%
1991-95	27	0.0%	22.2%	77.8%	25	0.0%	24.0%	76.0%
1995-99	23	0.0%	21.7%	78.3%	21	0.0%	14.3%	85.7%
1999-03	47	0.0%	12.8%	87.2%	43	2.3%	20.9%	76.7%
2003-07	26	61.5%	15.4%	23.1%	25	48.0%	8.0%	44.0%
2007-11	12	100.0%	0.0%	0.0%	8	87.5%	0.0%	12.5%

SOURCE: UW Madison Tenure file and IADS appointment information system, Dec 2009

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 between June 2003 and May 2007; 2007-11 cohort hired after May 15 2007.

Table 5a. Time at Institution (Median Number of Years) by Gender and Rank, 2009

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	7.0	19.0	7.0	3.0	13.0	20.0	7.0	2.0	53.8%	95.0%	100.0%	150.0%
Biological Sciences	8.0	17.0	8.0	3.0	13.0	20.0	8.0	2.0	61.5%	85.0%	100.0%	150.0%
Social Studies	8.0	18.0	9.0	3.0	11.0	19.0	7.0	2.0	72.7%	94.7%	128.6%	150.0%
Humanities	11.0	19.0	8.0	3.0	16.0	20.0	8.0	3.0	68.8%	95.0%	100.0%	100.0%

SOURCE: October 2009 IADS Frozen slice

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

Table 5b. Attrition by Gender, 2008-2009

	FTEs			%		
	Retired	Resigned	2008 Total FTE	Retired	Resigned	Left UW
Total	68	46	2,153	3.2%	2.1%	5.3%
Women	11	14	642	1.7%	2.2%	3.9%
Men	57	32	1,511	3.8%	2.1%	5.9%
Physical Sciences						
Women	0	0	59	0.0%	0.0%	0.0%
Men	12	6	389	3.1%	1.5%	4.6%
Biological Sciences						
Women	2	5	196	1.0%	2.5%	3.6%
Men	20	10	575	3.5%	1.7%	5.2%
Social Studies						
Women	3	5	234	1.3%	2.1%	3.4%
Men	17	10	347	4.9%	2.9%	7.8%
Humanities						
Women	6	4	154	3.9%	2.6%	6.5%
Men	8	6	199	4.0%	3.0%	7.0%

SOURCE: IADS appointment system, Feb. 2009

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 7a. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2009

Division	Total Faculty (Full Profs.)			Department Chairs				
	Women	Men	% Women	Women	Men	% Women	% Women Chairs	% Men Chairs
Physical Sciences	26	256	9.2%	4	13	23.5%	15.4%	5.1%
Biological Sciences	85	367	18.8%	11	40	21.6%	12.9%	10.9%
Social Studies	82	177	31.7%	12	18	40.0%	14.6%	10.2%
Humanities	90	130	40.9%	9	13	40.9%	10.0%	10.0%
Total	283	930	23.3%	36	84	30.0%	12.7%	9.0%

SOURCE: IADS appointment system frozen slice, October 2009.

NOTE: Total faculty is a non-duplicating headcount of full professors. 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. Only faculty in schools with departments are counted in the "Total Faculty" columns, because only those faculty can become chairs.

Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis and Jennifer Sheridan, WISELI.

Table 7b. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2009

Division	Total Faculty (Full Profs.)			Deans (Faculty)				
	Women	Men	% Women	Women	Men	% Women	% Women Deans	% Men Deans
Physical Sciences	28	280	9.1%	1	8	11.1%	3.6%	2.9%
Biological Sciences	73	329	18.2%	4	12	25.0%	5.5%	3.6%
Social Studies	104	219	32.2%	12	14	46.2%	11.5%	6.4%
Humanities	107	141	43.1%	3	3	50.0%	2.8%	2.1%
Total	312	969	24.4%	20	37	35.1%	6.4%	3.8%

SOURCE: IADS Frozen Appointment Data view, October 2009.

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 and Jennifer Sheridan, WISELI.

Table 7c. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2009

Division	Total Faculty (Full Profs.)			Central Administration				
	Women	Men	% Women	Women	Men	% Women	% Women Admin.	% Men Admin.
Physical Sciences	28	280	9.1%	0	0	N/A	0.0%	0.0%
Biological Sciences	73	329	18.2%	0	2	0.0%	0.0%	0.6%
Social Studies	104	219	32.2%	0	2	0.0%	0.0%	0.9%
Humanities	107	141	43.1%	1	1	50.0%	0.9%	0.7%
Total	312	969	24.4%	1	5	16.7%	0.3%	0.5%

SOURCE: IADS Frozen Appointment Data view, October 2009.

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 and Jennifer Sheridan, WISELI.

Table 7d. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2009

Division	Total Faculty (Full Profs.)			Large Center & Institute Directors				
	Women	Men	% Women	Women	Men	% Women	% Women Directors	% Men Directors
Physical Sciences	28	280	9.1%	2	8	20.0%	7.1%	2.9%
Biological Sciences	73	329	18.2%	1	9	10.0%	1.4%	2.7%
Social Studies	104	219	32.2%	9	15	37.5%	8.7%	6.8%
Humanities	107	141	43.1%	12	9	57.1%	11.2%	6.4%
Total	312	969	24.4%	24	41	36.9%	7.7%	4.2%

SOURCE: IADS appointment system frozen slice, October 2009.

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 and Jennifer Sheridan, WISELI.

**Table 8. Number of Women Science & Engineering Faculty in Endowed/Named Chairs
Chairs, 2009**

	<u>Women</u>	<u>Men</u>	<u>% Female</u>
Named Professorships			
Vilas Professors	4	10	28.6%
Hilldale Professors	3	9	25.0%
John Bascom Professors	1	3	25.0%
Evjue-Bascom Professors	4	5	44.4%
Named-Bascom Professors	19	34	35.8%
Steenbock Professors	1	7	12.5%
Wisconsin Distinguished Professors	0	7	0.0%
Other named professorships (incl. WARF)	51	233	18.0%
Holds two named professorships	7	36	16.3%
New named professorships	8	28	22.2%
Number holding named professorships	75	280	21.1%
Full Professors at UW-Madison	312	969	24.4%
Major Awards			
Vilas Associate Award	11	15	42.3%
Hilldale Award	0	4	0.0%
H. I. Romnes Faculty Fellowship	3	6	33.3%
WARF Kellett Mid-Career Award	3	5	37.5%
Tenured Professors at UW-Madison	465	1250	27.1%

SOURCE: Office of the Provost. Totals from IADS appointment system frozen slice October 2009.

NOTE: Counts of Full Professors are headcounts of active "Professor" appointments in October 2009; counts of Tenured Professors are headcounts of active "Professor" and "Associate Professor" appointments in October 2009.

Prepared by: Jennifer Sheridan, WISELI

Table 9. Number and Percent of Women Science & Engineering Faculty on Influential Committees, 2009

		Women	Men	% Female
Faculty Senate				
	Physical Sciences	7	38	15.6%
	Biological Sciences	14	58	19.4%
	Social Studies	19.5	35	35.8%
	Arts & Humanities	16	23.5	40.5%
	Senators (total)	56.5	154.5	26.8%
	Physical Sciences	5.5	28.5	16.2%
	Biological Sciences	19	52	26.8%
	Social Studies	17.5	27	39.3%
	Arts & Humanities	11.5	18.5	38.3%
	Alternates (Total)	53.5	126	29.8%
Athletic Board		2	10	16.7%
Campus Planning Committee		3	9	25.0%
Divisional Executive Committees*				
	Physical Sciences	2	10	16.7%
	Bio. Sciences, Curriculum Planning	3	6	33.3%
	Bio. Sciences, Strategic Planning	3	6	33.3%
	Bio. Sciences, Tenure	4	8	33.3%
	Social Studies	5	7	41.7%
	Arts & Humanities	8	4	66.7%
Faculty Compensation and Economic Benefits Commission*		2	7	22.2%
Faculty Rights and Responsibilities Committee*		3	6	33.3%
Library Committee*		1	6	14.3%
University Committee*		3	3	50.0%
University Academic Planning Council		4	9	30.8%
Graduate School Academic Planning Council		2	6	25.0%
Graduate School Executive Committee				
	Physical Sciences	0	5	0.0%
	Biological Sciences	2	3	40.0%
	Social Studies	1	5	16.7%
	Arts & Humanities	3	2	60.0%
Graduate School Research Committee				
	Physical Sciences	2	9	18.2%
	Biological Sciences	4	7	36.4%
	Social Studies	4	6	40.0%
	Arts & Humanities	8	3	72.7%
All Faculty		663	1512	30.5%
	Physical Sciences	69	428	13.9%
	Biological Sciences	179	524	25.5%
	Social Studies	230	345	40.0%
	Arts & Humanities	185	214	46.4%

SOURCE: 2009-2010 Faculty Senate and UW-Madison Committees, Office of the Secretary of the faculty, November 2009. Totals from IADS appointment system frozen slice October 2009.

NOTE: Counts of All Faculty by Division are headcounts of active faculty appointments in October 2009. 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), 2009

Division/Department	Women, Median	Men, Median	Women's Median as % of Men's
Physical Sciences	\$89,405	\$101,892	87.7%
Biological Systems Engineering	73,989	90,708	81.6%
Soil Science	90,000	79,560	113.1%
Chemical & Biological Engineering	101,530	107,076	94.8%
Civil & Environmental Engineering	85,000	114,094	74.5%
Electrical & Computer Engineering	94,366	111,199	84.9%
Biomedical Engineering	94,826	110,000	86.2%
Industrial Engineering	135,990	105,938	128.4%
Mechanical Engineering	97,986	103,315	94.8%
Materials Science & Engineering	90,853	103,825	87.5%
Engineering Physics	109,363	118,015	92.7%
Engineering Professional Development	N/A	103,084	N/A
Astronomy	89,405	89,389	100.0%
Chemistry	97,097	103,840	93.5%
Computer Sciences	99,340	110,000	90.3%
Geology & Geophysics	75,442	82,491	91.5%
Mathematics	88,695	95,571	92.8%
Atmospheric & Oceanic Sciences	67,270	90,011	74.7%
Physics	99,122	92,896	106.7%
Statistics	86,610	103,442	83.7%
Biological Sciences	\$85,715	\$93,827	91.4%
Agronomy	71,958	79,631	90.4%
Animal Science	71,933	87,293	82.4%
Bacteriology	99,125	92,665	107.0%
Biochemistry	97,016	120,085	80.8%
Dairy Science	94,385	84,748	111.4%
Entomology	72,346	89,408	80.9%
Food Science	72,012	88,006	81.8%
Genetics	69,980	124,729	56.1%
Horticulture	72,473	83,917	86.4%
Nutritional Sciences	86,265	99,346	86.8%
Plant Pathology	72,643	93,510	77.7%
Forest & Wildlife Ecology	68,000	87,010	78.2%
Kinesiology	65,423	68,993	94.8%
Nelson Institute for Environmental Studies	89,725	96,549	92.9%
Botany	65,590	97,830	67.0%
Communicative Disorders	82,157	88,566	92.8%
Zoology	75,402	84,590	89.1%
Anatomy	107,427	111,558	96.3%
Anesthesiology	N/A	98,652	N/A
Biostatistics & Medical Informatics	96,644	92,421	104.6%
Family Medicine	109,953	107,604	102.2%
Genetics	70,199	74,096	94.7%

Obstetrics & Gynecology	73,782	99,331	74.3%
Medical History & Bioethics	84,349	74,665	113.0%
Human Oncology	75,269	99,278	75.8%
Medicine	91,205	87,718	104.0%
Dermatology	N/A	99,551	N/A
Medical Microbiology	119,657	113,109	105.8%
Medical Physics	98,316	93,827	104.8%
Neurology	69,959	95,207	73.5%
Neurological Surgery	85,834	71,426	120.2%
Oncology	82,482	125,242	65.9%
Ophthalmology & Visual Sciences	107,468	116,833	92.0%
Orthopedics & Rehabilitation	74,373	80,444	92.5%
Pathology & Laboratory Medicine	99,879	93,674	106.6%
Pediatrics	96,105	114,062	84.3%
Pharmacology	84,476	117,570	71.9%
Biomolecular Chemistry	91,032	107,411	84.8%
Physiology	134,195	133,499	100.5%
Population Health Sciences	103,482	101,164	102.3%
Psychiatry	87,451	80,762	108.3%
Radiology	100,397	81,127	123.8%
Surgery	84,086	84,539	99.5%
Urology	N/A	130,909	N/A
School of Pharmacy	78,319	98,328	79.7%
Medical Sciences	96,324	88,803	108.5%
Pathobiological Sciences	98,817	110,851	89.1%
Comparative Biosciences	94,892	84,638	112.1%
Surgical Sciences	84,923	99,742	85.1%
Social Studies	\$83,882	\$103,492	81.1%
Agricultural & Applied Economics	81,709	113,266	72.1%
Life Sciences Communication	73,406	86,397	85.0%
Community & Environmental Sociology	80,000	79,380	100.8%
Natural Resources-Landscape Architecture	65,741	66,111	99.4%
Urban & Regional Planning	59,412	64,870	91.6%
School of Business	165,000	180,000	91.7%
Counseling Psychology	66,000	93,064	70.9%
Curriculum & Instruction	73,048	95,022	76.9%
Educational Leadership & Policy Analysis	82,628	103,000	80.2%
Educational Policy Studies	62,793	80,577	77.9%
Educational Psychology	76,128	99,137	76.8%
Rehabilitation Psychology & Special Education	63,576	70,686	89.9%
School of Human Ecology	82,159	83,568	98.3%
Law School	128,589	133,224	96.5%
Anthropology	76,141	69,347	109.8%
Afro-American Studies	83,882	110,779	75.7%
Communication Arts	73,747	83,570	88.2%
Economics	105,196	177,982	59.1%
Ethnic Studies	93,182	N/A	N/A
Geography	67,000	75,092	89.2%
LaFollette School of Public Affairs	114,383	121,033	94.5%
School of Journalism & Mass Communication	81,734	92,286	88.6%

School of Library & Information Studies	72,278	67,663	106.8%
Political Science	96,724	96,546	100.2%
Psychology	94,788	121,245	78.2%
Social Work	71,505	110,381	64.8%
Sociology	87,504	98,774	88.6%
Urban & Regional Planning	N/A	79,977	N/A
School of Nursing	88,750	N/A	N/A
Professional Development & Applied Studies	67,113	76,148	88.1%
Humanities	\$76,961	\$79,152	97.2%
Art	69,593	68,041	102.3%
Dance	52,000	66,365	78.4%
African Languages & Literature	86,838	89,739	96.8%
Art History	81,476	81,626	99.8%
Classics	81,538	80,397	101.4%
Comparative Literature	89,248	62,425	143.0%
East Asian Languages & Literature	61,978	57,648	107.5%
English	87,614	96,929	90.4%
French & Italian	68,587	86,142	79.6%
German	74,974	81,000	92.6%
Hebrew & Semitic Studies	81,703	59,000	138.5%
History	86,343	95,000	90.9%
History of Science	73,310	82,633	88.7%
Linguistics	86,232	75,733	113.9%
School of Music	75,710	79,308	95.5%
Philosophy	85,721	83,241	103.0%
Scandinavian Studies	71,303	76,116	93.7%
Slavic Languages	78,028	87,254	89.4%
Languages & Cultures of Asia	80,152	81,732	98.1%
Spanish & Portuguese	62,215	64,102	97.1%
Theatre & Drama	73,076	67,710	107.9%
Gender & Women's Studies	60,602	N/A	N/A
Social Sciences	N/A	72,932	N/A
Liberal Studies & the Arts	73,611	75,717	97.2%

SOURCE: October 2009 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), 2009

Division/Department	Women's Median Salary			Men's Median Salary			Women's Median Salary as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	\$117,363	\$86,610	\$84,479	\$115,845	\$92,948	\$80,000	101.3%	93.2%	105.6%
Biological Systems Engineering	N/A	73,989	N/A	92,666	72,299	69,545	N/A	102.3%	N/A
Soil Science	N/A	90,000	N/A	81,938	75,014	63,260	N/A	120.0%	N/A
Chemical & Biological Engineering	118,225	N/A	84,834	150,490	104,338	85,917	78.6%	N/A	98.7%
Civil & Environmental Engineering	116,500	101,467	84,740	119,550	90,832	83,665	97.4%	111.7%	101.3%
Electrical & Computer Engineering	120,811	N/A	88,661	118,419	100,863	89,000	102.0%	N/A	99.6%
Biomedical Engineering	N/A	97,768	93,651	136,300	97,969	97,833	N/A	99.8%	95.7%
Industrial Engineering	135,990	N/A	82,500	147,311	103,859	88,419	92.3%	N/A	93.3%
Mechanical Engineering	172,762	97,986	82,842	118,651	93,242	86,603	145.6%	105.1%	95.7%
Materials Science & Engineering	113,248	N/A	89,636	145,969	102,650	87,500	77.6%	N/A	102.4%
Engineering Physics	109,363	N/A	N/A	136,009	99,121	85,718	80.4%	N/A	N/A
Engineering Professional Development	N/A	N/A	N/A	112,832	81,551	85,909	N/A	N/A	N/A
Astronomy	94,738	N/A	76,527	107,550	N/A	77,622	88.1%	N/A	98.6%
Chemistry	97,097	90,126	72,000	120,000	91,976	71,338	80.9%	98.0%	100.9%
Computer Sciences	122,000	83,420	88,459	139,394	96,898	89,931	87.5%	86.1%	98.4%
Geology & Geophysics	78,065	72,818	N/A	93,184	76,312	68,550	83.8%	95.4%	N/A
Mathematics	102,421	82,337	N/A	101,892	98,980	76,000	100.5%	83.2%	N/A
Atmospheric & Oceanic Sciences	N/A	N/A	67,270	95,361	72,245	64,694	N/A	N/A	104.0%
Physics	127,398	88,719	71,688	103,888	79,629	71,713	122.6%	111.4%	100.0%
Statistics	160,049	84,305	65,590	105,654	77,382	75,574	151.5%	108.9%	86.8%
Biological Sciences	\$108,749	\$81,171	\$71,131	\$110,086	\$80,152	\$71,000	98.8%	101.3%	100.2%
Agronomy	N/A	71,930	71,985	80,712	79,266	63,916	N/A	90.7%	112.6%
Animal Science	N/A	N/A	71,933	92,540	77,416	63,163	N/A	N/A	113.9%
Bacteriology	99,125	70,923	N/A	103,656	77,045	N/A	95.6%	92.1%	N/A
Biochemistry	101,216	88,695	67,832	130,909	84,352	83,000	77.3%	105.1%	81.7%
Dairy Science	94,385	N/A	N/A	90,103	67,754	61,364	104.8%	N/A	N/A
Entomology	95,803	70,174	N/A	94,669	71,105	67,311	101.2%	98.7%	N/A
Food Science	N/A	72,012	N/A	93,668	74,343	65,455	N/A	96.9%	N/A
Genetics	N/A	74,718	68,067	124,729	74,096	N/A	N/A	100.8%	N/A
Horticulture	N/A	72,473	N/A	96,780	78,697	N/A	N/A	92.1%	N/A
Nutritional Sciences	96,711	71,604	N/A	106,933	78,226	75,668	90.4%	91.5%	N/A
Plant Pathology	80,009	67,293	63,568	94,610	N/A	56,723	84.6%	N/A	112.1%
Forest & Wildlife Ecology	81,798	N/A	67,500	103,237	71,460	65,000	79.2%	N/A	103.8%
Kinesiology	90,981	67,923	59,977	117,403	70,370	59,802	77.5%	96.5%	100.3%
Nelson Institute for Environmental Studies	93,753	89,725	65,538	96,774	N/A	67,877	96.9%	N/A	96.6%
Botany	103,543	N/A	55,394	100,085	85,793	N/A	103.5%	N/A	N/A
Communicative Disorders	112,649	76,378	63,796	88,566	N/A	N/A	127.2%	N/A	N/A

Zoology	94,653	70,540	62,840	100,214	69,678	59,508	94.5%	101.2%	105.6%
Anatomy	119,822	87,181	N/A	114,630	86,576	71,646	104.5%	100.7%	N/A
Anesthesiology	N/A	N/A	N/A	109,576	78,980	N/A	N/A	N/A	N/A
Biostatistics & Medical Informatics	126,379	96,644	N/A	126,350	98,604	86,767	100.0%	98.0%	N/A
Family Medicine	123,954	95,951	N/A	123,747	108,400	70,299	100.2%	88.5%	N/A
Genetics	N/A	N/A	70,199	102,621	74,096	68,636	N/A	N/A	102.3%
Obstetrics & Gynecology	132,217	71,226	N/A	107,541	83,450	63,312	122.9%	85.4%	N/A
Medical History & Bioethics	149,647	84,349	65,455	153,209	75,017	63,736	97.7%	112.4%	102.7%
Human Oncology	N/A	75,269	N/A	100,078	80,152	63,409	N/A	93.9%	N/A
Medicine	139,696	94,642	81,818	113,542	81,780	76,909	123.0%	115.7%	106.4%
Dermatology	N/A	N/A	N/A	125,065	87,244	N/A	N/A	N/A	N/A
Medical Microbiology	121,425	76,203	71,131	113,382	87,891	N/A	107.1%	86.7%	N/A
Medical Physics	114,541	N/A	82,091	96,080	93,849	85,909	119.2%	N/A	95.6%
Neurology	122,727	N/A	67,707	104,548	94,498	68,398	117.4%	N/A	99.0%
Neurological Surgery	102,552	N/A	69,117	98,391	48,392	70,194	104.2%	N/A	98.5%
Oncology	130,909	83,846	70,364	131,047	79,378	N/A	99.9%	105.6%	N/A
Ophthalmology & Visual Sciences	107,468	N/A	N/A	127,477	96,669	90,000	84.3%	N/A	N/A
Orthopedics & Rehabilitation	N/A	N/A	74,373	94,147	80,444	74,373	N/A	N/A	100.0%
Pathology & Laboratory Medicine	97,441	112,636	N/A	111,672	57,486	67,909	87.3%	195.9%	N/A
Pediatrics	119,657	91,872	81,818	128,340	67,170	87,472	93.2%	136.8%	93.5%
Pharmacology	118,180	84,476	73,182	124,051	85,503	N/A	95.3%	98.8%	N/A
Biomolecular Chemistry	109,576	91,032	80,075	127,647	92,726	73,182	85.8%	98.2%	109.4%
Physiology	135,754	90,000	N/A	152,286	81,924	75,083	89.1%	109.9%	N/A
Population Health Sciences	110,254	94,765	75,860	128,129	90,307	78,918	86.0%	104.9%	96.1%
Psychiatry	140,068	87,330	80,544	165,979	N/A	66,628	84.4%	N/A	120.9%
Radiology	85,347	100,397	N/A	90,864	67,581	65,268	93.9%	148.6%	N/A
Surgery	N/A	N/A	84,086	93,472	54,315	38,796	N/A	N/A	216.7%
Urology	N/A	N/A	N/A	130,909	N/A	N/A	N/A	N/A	N/A
School of Pharmacy	100,161	93,489	74,000	115,446	84,782	73,295	86.8%	110.3%	101.0%
Medical Sciences	116,062	78,424	73,636	116,785	80,120	73,327	99.4%	97.9%	100.4%
Pathobiological Sciences	N/A	98,817	N/A	115,912	81,055	78,266	N/A	121.9%	N/A
Comparative Biosciences	107,701	76,468	85,000	106,522	77,695	80,000	101.1%	98.4%	106.3%
Surgical Sciences	N/A	84,923	N/A	116,023	78,879	N/A	N/A	107.7%	N/A

Social Studies	\$100,051	\$74,753	\$66,583	\$117,000	\$88,944	\$75,000	85.5%	84.0%	88.8%
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Agricultural & Applied Economics	N/A	N/A	81,709	117,614	92,379	80,438	N/A	N/A	101.6%
Life Sciences Communication	89,385	73,087	N/A	111,792	N/A	64,471	80.0%	N/A	N/A
Community & Environmental Sociology	103,718	N/A	67,728	80,017	N/A	65,799	129.6%	N/A	102.9%
Natural Resources-Landscape Architecture	102,741	71,824	59,532	79,847	66,111	65,941	128.7%	108.6%	90.3%
Urban & Regional Planning	N/A	N/A	59,412	99,833	N/A	63,079	N/A	N/A	94.2%
School of Business	221,556	173,670	131,431	191,899	159,457	132,000	115.5%	108.9%	99.6%
Counseling Psychology	86,320	N/A	60,000	93,064	N/A	N/A	92.8%	N/A	N/A
Curriculum & Instruction	93,072	75,123	60,454	96,318	70,707	61,787	96.6%	106.2%	97.8%
Educational Leadership & Policy Analysis	82,628	N/A	N/A	114,972	85,451	62,722	71.9%	N/A	N/A
Educational Policy Studies	92,642	N/A	59,576	89,394	73,646	60,000	103.6%	N/A	99.3%

Educational Psychology	93,846	67,052	58,128	100,815	N/A	58,879	93.1%	N/A	98.7%
Rehabilitation Psychology & Special Education	96,875	66,958	60,000	100,346	70,686	59,701	96.5%	94.7%	100.5%
School of Human Ecology	94,302	85,140	57,995	87,791	71,000	80,000	107.4%	119.9%	72.5%
Law School	144,662	128,589	102,989	148,070	126,343	103,000	97.7%	101.8%	100.0%
Anthropology	77,448	67,777	62,811	92,626	66,207	N/A	83.6%	102.4%	N/A
Afro-American Studies	116,040	65,787	73,383	110,779	N/A	N/A	104.7%	N/A	N/A
Communication Arts	86,013	72,000	64,815	91,064	68,801	60,670	94.5%	104.6%	106.8%
Economics	133,283	N/A	103,463	201,123	190,000	101,729	66.3%	N/A	101.7%
Ethnic Studies	93,182	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Geography	88,724	N/A	66,000	80,505	69,231	68,000	110.2%	N/A	97.1%
LaFollette School of Public Affairs	166,420	100,000	95,880	129,015	121,033	100,000	129.0%	82.6%	95.9%
School of Journalism & Mass Communication	118,249	N/A	62,695	92,286	N/A	N/A	128.1%	N/A	N/A
School of Library & Information Studies	93,437	72,278	66,349	103,889	N/A	67,663	89.9%	N/A	98.1%
Political Science	112,745	98,000	70,293	112,564	84,000	68,564	100.2%	116.7%	102.5%
Psychology	103,605	N/A	72,000	130,000	77,123	66,789	79.7%	N/A	107.8%
Social Work	92,600	74,586	66,467	111,052	83,000	N/A	83.4%	89.9%	N/A
Sociology	138,468	87,504	69,688	138,384	79,559	73,766	100.1%	110.0%	94.5%
Urban & Regional Planning	N/A	N/A	N/A	79,977	N/A	70,631	N/A	N/A	N/A
School of Nursing	109,997	75,506	69,442	N/A	N/A	N/A	N/A	N/A	N/A
Professional Development & Applied Studies	67,113	N/A	N/A	76,148	N/A	N/A	88.1%	N/A	N/A

Humanities	\$83,414	\$63,796	\$56,331	\$86,781	\$65,393	\$54,793	96.1%	97.6%	102.8%
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Art	70,542	66,686	61,140	74,469	66,327	54,666	94.7%	100.5%	111.8%
Dance	75,406	N/A	52,000	70,143	N/A	53,000	107.5%	N/A	98.1%
African Languages & Literature	100,940	67,073	N/A	107,014	N/A	53,451	94.3%	N/A	N/A
Art History	83,670	66,751	77,258	81,626	N/A	N/A	102.5%	N/A	N/A
Classics	81,538	N/A	N/A	91,362	80,397	52,657	89.2%	N/A	N/A
Comparative Literature	89,248	N/A	N/A	105,225	58,778	N/A	84.8%	N/A	N/A
East Asian Languages & Literature	87,859	58,090	N/A	109,518	74,462	52,423	80.2%	78.0%	N/A
English	95,506	79,664	53,720	113,388	66,256	52,592	84.2%	120.2%	102.1%
French & Italian	82,237	63,659	56,500	87,801	59,671	N/A	93.7%	106.7%	N/A
German	78,244	64,255	N/A	83,733	69,025	N/A	93.4%	93.1%	N/A
Hebrew & Semitic Studies	81,703	N/A	N/A	106,205	N/A	57,000	76.9%	N/A	N/A
History	88,721	84,706	55,196	103,437	80,731	75,000	85.8%	104.9%	73.6%
History of Science	82,633	63,987	N/A	94,741	66,667	N/A	87.2%	96.0%	N/A
Linguistics	86,232	N/A	N/A	109,867	N/A	54,759	78.5%	N/A	N/A
School of Music	79,903	58,969	58,567	80,575	72,994	57,328	99.2%	80.8%	102.2%
Philosophy	85,721	N/A	N/A	86,948	69,545	70,000	98.6%	N/A	N/A
Scandinavian Studies	89,045	56,752	56,812	76,116	N/A	N/A	117.0%	N/A	N/A
Slavic Languages	110,970	69,000	55,000	93,816	60,847	N/A	118.3%	113.4%	N/A
Languages & Cultures of Asia	82,038	78,000	54,844	81,732	65,260	N/A	100.4%	119.5%	N/A
Spanish & Portuguese	80,492	57,319	52,941	78,269	63,800	54,769	102.8%	89.8%	96.7%
Theatre & Drama	77,891	62,535	N/A	71,085	64,626	59,706	109.6%	96.8%	N/A
Gender & Women's Studies	N/A	60,602	57,228	N/A	N/A	N/A	N/A	N/A	N/A
Social Sciences	N/A	N/A	N/A	N/A	N/A	72,932	N/A	N/A	N/A

Liberal Studies & the Arts

73,611

N/A

N/A

75,717

N/A

N/A

97.2%

N/A

N/A

SOURCE: October 2009 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, 2006-2009

Division/School	Junior Offers Made			Junior Offers Accepted			
	Women	Men	% Women	Women		Men	
				N	% Accept	N	% Accept
Physical Sciences	24	82	22.6%	14	58.3%	60	73.2%
College of Engineering*	14	26	35.0%	7	50.0%	21	80.8%
Letters & Sciences	9	49	15.5%	7	77.8%	35	71.4%
College of Agricultural & Life Sciences	1	7	12.5%	0	0.0%	4	57.1%
Biological Sciences	45	92	32.8%	32	71.1%	76	82.6%
Letters & Sciences	2	1	66.7%	2	100.0%	1	N/A
School of Veterinary Medicine	4	9	30.8%	3	75.0%	6	66.7%
School of Pharmacy	6	8	42.9%	3	50.0%	6	75.0%
Medical School*	22	50	30.6%	17	77.3%	42	84.0%
College of Agricultural & Life Sciences	11	24	31.4%	7	63.6%	21	87.5%
Division/School	Tenured** Offers Made			Tenured** Offers Accepted			
	Women	Men	% Women	Women		Men	
				N	% Accept	N	% Accept
Physical Sciences	4	16	20.0%	2	50.0%	13	81.3%
College of Engineering	1	6	14.3%	0	0.0%	5	83.3%
Letters & Sciences	2	10	16.7%	1	50.0%	8	80.0%
College of Agricultural & Life Sciences	1	0	100.0%	1	100.0%	N/A	N/A
Biological Sciences	11	18	37.9%	8	72.7%	13	72.2%
Letters & Sciences	1	2	33.3%	1	100.0%	2	100.0%
School of Veterinary Medicine	1	2	33.3%	1	100.0%	2	100.0%
School of Pharmacy	1	1	50.0%	0	0.0%	1	100.0%
Medical School	7	11	38.9%	5	71.4%	7	63.6%
College of Agricultural & Life Sciences	1	2	33.3%	1	100.0%	1	50.0%

* One or two offer decisions are pending.

** Associate Professor and Professor titles.

Table 12b. Base Salary (12 Month) Offers, 2006-2009

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	\$99,000	\$75 - \$113	\$96,556	\$72 - \$156	102.5%	\$97,778	\$86 - \$109	\$97,778	\$72 - \$156	100.0%
College of Engineering	\$101,750	\$98 - \$109	\$106,333	\$98 - \$156	95.7%	\$100,833	\$98 - \$109	\$105,722	\$98 - \$156	95.4%
Letters & Sciences	\$90,444	\$86 - \$113	\$91,667	\$73 - \$118	98.7%	\$88,000	\$86 - \$108	\$91,667	\$73 - \$118	96.0%
College of Agricultural & Life Sciences	\$74,500	\$75	\$79,444	\$72 - \$155	107.1%	N/A	N/A	\$82,222	\$72 - \$155	N/A
Biological Sciences	\$83,111	\$55 - \$130	\$85,278	\$43 - \$400	97.5%	\$81,889	\$55 - \$130	\$84,500	\$43 - \$150	96.9%
Letters & Sciences	\$77,000	\$76 - \$78	\$91,667	\$92	84.0%	\$77,000	\$76 - \$78	\$91,667	\$92	84.0%
School of Veterinary Medicine	\$94,889	\$87 - \$110	\$100,833	\$92 - \$150	94.1%	\$97,778	\$87 - \$110	\$100,833	\$94 - \$150	97.0%
School of Pharmacy	\$87,000	\$82 - \$90	\$84,944	\$82 - \$90	102.4%	\$87,000	\$82 - \$90	\$84,778	\$82 - \$90	102.6%
Medical School	\$85,000	\$55 - \$130	\$84,000	\$43 - \$400	101.2%	\$84,500	\$55 - \$130	\$84,000	\$43 - \$150	100.6%
College of Agricultural & Life Sciences	\$81,889	\$71 - \$105	\$80,500	\$68 - \$112	101.7%	\$81,889	\$71 - \$83	\$80,000	\$68 - \$112	102.4%
Division/School	Base Salary, Offers Made, Tenured Faculty				Women's Median as % of Men's	Base Salary, Offers Made, 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	\$116,111	\$98 - \$183	\$137,500	\$92 - \$298	84.4%	\$103,889	\$98 - \$110	\$128,333	\$92 - \$298	81.0%
College of Engineering	\$122,222	\$122	\$140,556	\$120 - \$165	87.0%	N/A	N/A	\$140,556	\$120 - \$165	N/A
Letters & Sciences	\$140,556	\$98 - \$183	\$130,167	\$92 - \$298	108.0%	\$97,778	\$98	\$124,056	\$92 - \$298	78.8%
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	\$152,778	\$83 - \$250	\$136,889	\$90 - \$310	111.6%	\$152,778	\$83 - \$250	\$156,444	\$90 - \$310	97.7%
Letters & Sciences	\$152,778	\$153	\$110,000	\$104 - \$116	138.9%	\$152,778	\$153	\$110,000	\$104 - \$116	138.9%
School of Veterinary Medicine	\$152,778	\$153	\$160,722	\$156 - \$165	95.1%	\$152,778	\$153	\$160,722	\$156 - \$165	95.1%
School of Pharmacy	\$146,667	\$147	\$128,333	\$128	114.3%	N/A	N/A	\$128,333	\$128	N/A
Medical School	\$152,889	\$125 - \$250	\$125,944	\$90 - \$310	121.4%	\$168,167	\$125 - \$250	\$171,111	\$90 - \$310	98.3%
College of Agricultural & Life Sciences	\$85,556	\$86	\$256,925	\$208 - \$306	33.3%	\$85,556	\$86	\$305,556	\$306	28.0%

Table 12c. Total Startup Package* Offers, 2006-2009

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	\$237,000	\$48 - \$854	\$250,800	\$41 - \$1127	94.5%	\$264,750	\$196 - \$854	\$263,303	\$46 - \$1127	100.5%
College of Engineering	\$270,000	\$164 - \$616	\$298,500	\$128 - \$652	90.5%	\$297,000	\$200 - \$616	\$297,000	\$128 - \$652	100.0%
Letters & Sciences	\$204,949	\$48 - \$854	\$238,520	\$41 - \$1127	85.9%	\$253,500	\$196 - \$854	\$256,500	\$46 - \$1127	98.8%
College of Agricultural & Life Sciences	\$140,000	\$140	\$211,000	\$63 - \$260	66.4%	N/A	N/A	\$201,500	\$63 - \$260	N/A
Biological Sciences	\$230,000	\$10 - \$810	\$325,000	\$11 - \$940	70.8%	\$187,000	\$29 - \$810	\$325,000	\$50 - \$940	57.5%
Letters & Sciences	\$87,250	\$68 - \$107	\$432,173	\$432	20.2%	\$87,250	\$68 - \$107	\$432,173	\$432	20.2%
School of Veterinary Medicine	\$386,204	\$316 - \$422	\$303,602	\$150 - \$405	127.2%	\$386,204	\$316 - \$422	\$336,000	\$150 - \$405	114.9%
School of Pharmacy	\$543,000	\$10 - \$810	\$620,000	\$11 - \$745	87.6%	\$455,000	\$100 - \$810	\$620,000	\$100 - \$710	73.4%
Medical School	\$340,000	\$90 - \$750	\$375,000	\$50 - \$730	90.7%	\$245,000	\$90 - \$468	\$350,000	\$50 - \$730	70.0%
College of Agricultural & Life Sciences	\$192,000	\$101 - \$700	\$237,000	\$133 - \$940	81.0%	\$182,000	\$101 - \$484	\$237,000	\$133 - \$940	76.8%

Division/School	Total Startup, Offers Made, Tenured Faculty				Women's Median as % of Men's	Total Startup, Offers Made, 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	\$195,000	\$52 - \$1479	\$263,450	\$3 - \$1883	74.0%	\$60,750	\$52 - \$70	\$261,900	\$3 - \$750	23.2%
College of Engineering	\$320,000	\$320	\$323,000	\$130 - \$750	99.1%	N/A	N/A	\$381,000	\$130 - \$750	N/A
Letters & Sciences	\$765,250	\$52 - \$1479	\$255,250	\$3 - \$1883	299.8%	\$51,500	\$52	\$172,050	\$3 - \$363	29.9%
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	\$346,000	\$43 - \$1000	\$275,000	\$35 - \$1993	125.8%	\$312,000	\$43 - \$411	\$287,500	\$35 - \$1993	108.5%
Letters & Sciences	\$312,000	\$312	\$310,000	\$170 - \$451	100.6%	\$312,000	\$312	\$310,000	\$170 - \$451	100.6%
School of Veterinary Medicine	\$225,000	\$225	\$250,000	\$225 - \$275	90.0%	\$225,000	\$225	\$250,000	\$225 - \$275	90.0%
School of Pharmacy	\$1,000,000	\$1,000	\$1,600,000	\$1,600	62.5%	N/A	N/A	\$1,600,000	\$1,600	N/A
Medical School	\$380,000	\$102 - \$400	\$225,000	\$35 - \$450	168.9%	\$400,000	\$300 - \$400	\$210,000	\$35 - \$300	190.5%
College of Agricultural & Life Sciences	\$411,000	\$411	\$1,993,000	\$1,993	20.6%	\$411,000	\$411	\$1,993,000	\$1,993	20.6%

* Total Startup Package does not include Base Salary.

Table 13. New Hires, 2009

	2009-2010	
	Total Hires	Percent Women
Junior Hires		
Biological Sciences	25	36.0%
Physical Sciences	20	35.0%
Senior Hires		
Biological Sciences	5	80.0%
Physical Sciences	2	0.0%
Total Hires, Biological Sciences	30	43.3%
Total Hires, Physical Sciences	22	31.8%
Total Hires, Junior	45	35.6%
Total Hires, Senior	7	57.1%
TOTAL HIRES	52	38.5%

NOTE: Faculty hired as Assistant Professors are Junior Hires;
Associate and (Full) Professors are Senior Hires.

SOURCE: October 2009 IADS Frozen slice.

WISELI Research/Evaluation Report:

Sheridan, Jennifer; Molly Carnes, Jo Handelsman, and Amy Wendt. December 2009. “Partnerships for Adaptation, Implementation, and Dissemination (PAID) Annual Report 2009.”

Partnerships for Adaptation, Implementation, and Dissemination (PAID)

Annual Report, 2009

PI: Jennifer Sheridan

Co-PIs: Molly Carnes, Jo Handelsman, and Amy Wendt

The UW-Madison *Partnerships for Adaptation, Implementation, and Dissemination* (PAID) grant will (1) continue and disseminate the current search committee training and department chair workshops; and (2) develop and disseminate ten evidence-based brochures and booklets addressing unconscious biases and assumptions in specific areas that impede the advancement of women in academic science and engineering. Specifically, we proposed to:

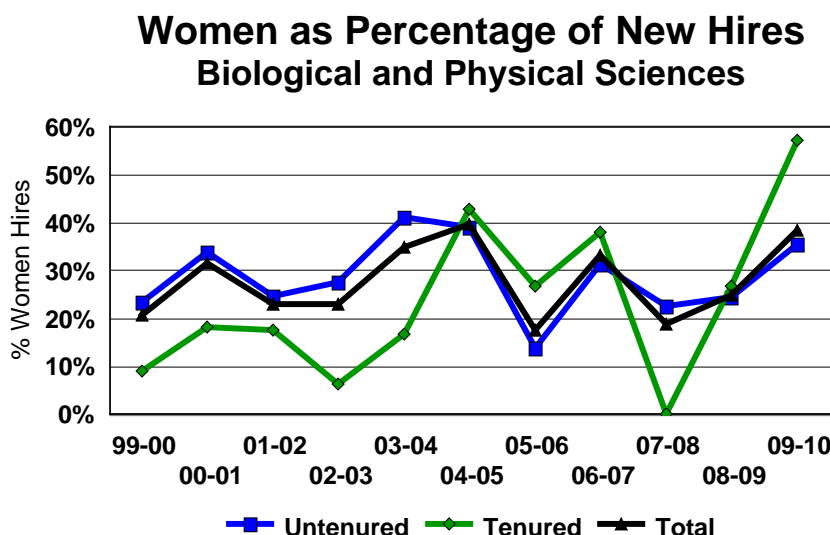
1. Continue *Searching for Excellence & Diversity* hiring workshops on the UW-Madison campus, with the ultimate goal of achieving 40% female new assistant professors in Biological and Physical sciences by 2009.
2. Continue offering *Enhancing Department Climate: A Chair's Role* workshops at UW-Madison, with the goal of reaching 70% of all Biological and Physical science departments by 2009 (i.e., an additional 29 department chairs from Biological and Physical Science departments participate in a workshop in 2007-2009.)
3. Continue disseminating our *Searching for Excellence & Diversity* workshops to campuses beyond UW-Madison.
4. Create a dissemination plan for the *Enhancing Department Climate: A Chair's Role* workshops.
5. Create new publications/brochures for distribution to UW-Madison and other campuses to use for their own ADVANCE-related efforts. The specific items to be produced are:
 - a. Reviewing Applicants: Research on Bias and Assumptions (Brochure)
 - b. Guidebook for Faculty Search Committees (Booklet)
 - c. Hiring Dual-Career Couples: Promises, Pitfalls, and Best Practices (Brochure)
 - d. Benefits and Challenges of Diversity (Brochure)
 - e. Best Practices: Tips for Chairs on Improving their Departmental Climate (Brochure)
 - f. Best Practices: Tips for Faculty on Improving their Departmental Climate (Brochure)
 - g. Ensuring Success of Women and Minority Faculty Members (Brochure)
 - h. Evaluating Candidates for Tenure: Research on Bias and Assumptions (Brochure)
 - i. Achieving Tenure: A guide for women and minorities (Brochure)
 - j. Nominations for Major Awards and Honors (Brochure)
6. Disseminate the new brochures and booklets to other campuses. We will attend at least one annual meeting where these materials can reach a wide audience each year, and from 2007-2009 we expect to reach 100 different universities with our materials. We will also upgrade our online distribution of these materials to make it easier and more user-friendly to order them (at printing cost.)

In the following sections we report our progress on these six main objectives (including our timeline for project completion through 2010). We also include a financial report.

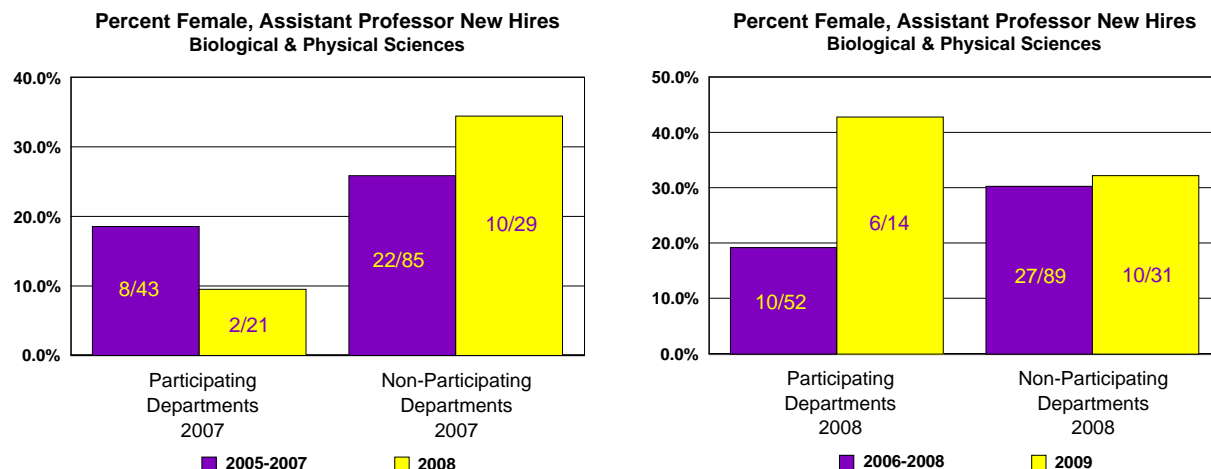
1. Continue *Searching for Excellence & Diversity* hiring workshops on the UW-Madison campus.

WISELI continued to offer *Searching for Excellence & Diversity* hiring workshops to the entire UW-Madison campus in 2009, although because of the reduction in hiring due to the economy, fewer units requested workshops this year. We ran 3 workshops in 2009; two were college-based, and one was open to any faculty member on campus. One of the college-based workshops was run in our preferred 2-session model, and the campus-wide workshop was offered in the 2-session model. Twenty faculty and 7 staff attended at least one of these workshops in 2009. This is far below the average attendance level for WISELI.

In our proposal, we set as a goal for UW-Madison STEM departments a 40% female class of new hires by 2009. In the past two years, we have been far from this goal, seeing declines in the percentage of women hired in the STEM departments compared to hiring levels from 2006. In 2009, we are pleased to report a large rebound; 38.5% of our new hires (all ranks) in biological and physical science departments are female this year. Women senior hires were outstanding in 2009—four out of the five senior hires last year were women. We note the cyclical nature of the hiring of women faculty in STEM over the past several years, and are investigating why this might be occurring, and how the State of Wisconsin's (and thus the UW-Madison's) biennial budgeting process might affect these cycles.



In 2009, we also saw the re-establishment of the former relationship between departmental attendance at a WISELI hiring workshop, and hiring of women in the subsequent year:



This pattern is particularly strong in the School of Medicine and Public Health (SMPH). We have produced a publication that is forthcoming in *Academic Medicine* about the experience in the SMPH: Sheridan, Jennifer; Eve Fine; Christine Maidl Pribbenow; Jo Handelsman; Molly Carnes. Forthcoming. “Searching for Excellence & Diversity: Increasing the Hiring of Women Faculty at One Academic Medical Center.” *Academic Medicine*.

2. Continue offering *Enhancing Department Climate: A Chair’s Role* workshops at UW-Madison

We implemented one *Enhancing Department Climate: A Chair’s Role* series in 2009, in the spring semester. A workshop series was not offered in fall semester (and will probably not be offered again until fall of 2010). The fall workshop was canceled for lack of interest, due to the cancellation of the usual August orientation session for department chairs. Typically, we recruit participants each August when we present at the Provost’s Office orientation for department chairs. Because this session was not held this year, our usual recruitment method was unavailable to us. Email is not usually sufficient to recruit chairs to the workshop.

We will not be hosting a session in spring semester of 2010, because we had an unexpected groundswell of support for a campus climate survey of faculty this fall. The Office of the Provost has several initiatives going that require faculty data, and the Dean of the School of Medicine and Public Health also wanted to survey his faculty. These offices asked WISELI to implement a climate survey in February of 2010. We seized on this opportunity. We typically do not run climate workshops for chairs during the campus-wide survey period, because there is a survey component of the workshop that would interfere with the response rates of the campus-wide survey. We hope to offer the *Enhancing Department Climate* workshops again in Fall of 2010.

Despite not running any new chair climate workshops, we did run one successful workshop series in 2009. Three chairs participated, one of them from a large physical science department that had been resistant to participation in the past. We were delighted to have that department on

board. All but five of our physical science departments have now participated in this workshop series, and we have reached our 70% coverage goal in that division. We have not reached this goal in our Biological Science division, with only 32.0% of those departments participating.

STEM Departments Served by Enhancing Department Climate workshops

	<u>School/College</u>	<u>Total # Depts</u>	<u># Participating</u>	<u>% Participating</u>
Biological Science	(ALL)	50	16	32.0%
	CALS	14	5	35.7%
	L&S	3	0	0.0%
	SMPH	26	9	34.6%
	PHARM	1	1	100.0%
	VetMed	4	1	25.0%
	EDUC	1	0	0.0%
	IES	1	0	0.0%
Physical Science	(ALL)	19	14	73.7%
	CALS	2	1	50.0%
	L&S	8	5	62.5%
	ENGR	9	8	88.9%
Bio & Phys Science	(ALL)	69	30	43.5%

3. Continue disseminating our *Searching for Excellence & Diversity* workshops to campuses beyond UW-Madison.

Interest in our *Implementing Workshops for Search Committees* workshop for campuses outside of UW-Madison remains. In 2009:

- We fielded 7 inquiries about the on-site workshop, either via phone or email:
 - American Women in Science (AWIS)
 - Harvard University/Dana Farber Cancer Institute
 - Florida State University
 - Rutgers University
 - South Dakota School of Mines and Technology
 - University of South Florida
 - University of Wisconsin System
- We implemented the training at three universities:
 - Purdue University (January 2009)
 - University of Delaware (February 2009)
 - Skidmore College/Union College (May 2009)
- We hosted a visitor to our hiring workshops because we were unable to arrange to do the workshop on their campus in 2010:
 - University of Florida (October 2009)

- We have scheduled one workshop on another campus in 2010:
 - South Dakota School of Mines and Technology (January 2009)

Our website, <http://wiseli.engr.wisc.edu/initiatives/hiring/OtherUniversities.htm>, continues to be our main recruiting tool. Most inquiries we receive mention the website as being exceedingly helpful.

4. Create a dissemination plan for the *Enhancing Department Climate: A Chair's Role* workshops.

In this area, we went beyond the grant proposal and not only created a plan for disseminating the *Enhancing Department Climate: A Chair's Role* workshops, but actually implemented that plan. On June 2, 2009, we performed a “train the facilitators” style workshop to participants from nine universities, most of them in the Big-10:

- Indiana University
- Purdue University
- University of Iowa
- North Carolina State University
- North Dakota State University
- Pennsylvania State University
- Ohio State University
- University of Minnesota
- University of California-Los Angeles

The 7.5-hour workshop was primarily presented by Dr. Jo Handelsman, the originator of the workshop concept and the original facilitator of the early workshops at UW-Madison. In addition to Dr. Handelsman's presentations, we had presentations by Jennifer Sheridan (climate findings from campus-wide surveys), Christine Pribbenow (the departmental climate survey used in the workshop, plus information about evaluation of the workshops), and Eve Fine (resources and case studies used in the workshops). A panel of previous workshop facilitators (Amy Wendt, Julia Koza, Nancy Mathews, and Jeffrey Russell) provided insights into working with department chairs and the typical reactions of chairs to the workshop content, and a panel of previous chairs who had participated in the workshop (Tom Grist, Phil O'Leary, Jeff Russell, Amy Wendt, and Bill Tracy) talked about the experience from the Chairs' point of view, including concrete examples of the kinds of actions chairs take as a result of workshop participation. In total, three WISELI staff members and nine UW-Madison faculty members participated in the presentation of this workshop. One of these faculty, Jeff Russell, was subsequently invited to North Carolina State University to help that campus begin implementing these workshops on their own campus by coaching them through their first implementation of a climate workshop.

Our evaluation of the workshop indicated that the small group discussions were perhaps the most valuable part of the workshop for the participants, followed by the information provided by table

facilitators (who were primarily past Climate Workshop facilitators.) Almost all respondents said that the workshop provided them with the resources to begin developing climate workshops on their own campuses, and 90% indicated that they were very likely or somewhat likely (compared to not at all likely) to implement climate workshops for department chairs at their home institutions. We were very pleased with the implementation of the workshop, the turnout, and the apparent uptake by the participating institutions.

5. Create new publications/brochures for distribution to UW-Madison and other campuses to use for their own ADVANCE-related efforts.

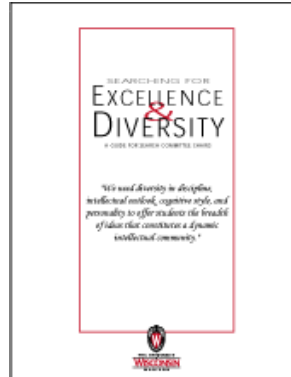
The specific items to be produced are:

Reviewing Applicants: Research on Bias and Assumptions (Brochure)



This brochure, originally produced in 2003, was substantially revised in 2007 and is available at cost on our WISELI Online Bookstore (<https://wisccharge.wisc.edu/wiseli/items.asp>). We removed the UW-Madison logo to make the brochure more generic for use on other campuses. We replaced the stock-photo picture on the front cover with a photograph we commissioned. We chose a successful African American woman faculty member as our subject in order to provide counter-stereotype image (Dasgupta and Greenwald, 2001).

Guidebook for Faculty Search Committees (Booklet)



The *Searching for Excellence & Diversity Guide for Search Committee Chairs* is currently under revision. We are debating the best way to publish this guidebook for a more general audience. The RESOURCES sections are particularly problematic, as many of the resources we cite are websites, and links change faster than we can ever hope to revise the hard-copy guidebook. Currently, we intend to create an online resources website to accompany the Guidebook. The revision will include a combining of current chapters III and IV, and a new chapter we will call “closing the deal” or “maximizing the chances your chosen candidate will accept the position.” The revised guidebook will be less-specific to UW-Madison as well.

The current version of the book is available at cost on the WISELI Online Bookstore (<https://wisccharge.wisc.edu/wiseli/items.asp>).

Hiring Dual-Career Couples: Promises, Pitfalls, and Best Practices (Brochure)

This new brochure is scheduled to be completed in 2010.

Benefits and Challenges of Diversity (Booklet)



This essay will not become a brochure, but rather a short booklet. Revisions and updates to the literature have begun; we expect this new booklet to be available in early 2010.

The current version of the essay is available on the WISELI website at: http://wiseli.engr.wisc.edu/initiatives/climate/Benefits_Challenges.pdf.

Best Practices: Tips for Chairs on Improving their Departmental Climate (Brochure)



This new piece aimed at department chairs, titled “Enhancing Department Climate,” is based on research and advice literature, survey responses, and discussions from our *Enhancing Department Climate: A Chair’s Role* workshops, was completed in 2008. The brochure contains such topics as:

- What is climate?
- Common concerns revealed in campus climate surveys—and suggestions for addressing them
 - Enhance basic manners—respect, consideration, and politeness
 - Improve communication
 - Build a sense of community
 - Engage everyone in the life of the department
 - Promote professional development
 - Recognize and value the work of department members
 - Build sensitivity
 - Enhance work/life balance
 - Counter language and behaviors that are demeaning, sexualizing, condescending, and/or illegal

The brochure is available on the WISELI Online Bookstore site. A free PDF is available on our website as well (<http://wiseli.engr.wisc.edu/docs/ClimateBrochure.pdf>). Copies of the brochure have been sent to the Michigan team and the Washington team, for inclusion in their national workshops for department chairs.

Best Practices: Tips for Faculty on Improving their Departmental Climate (Brochure)

This piece is based on the essay “Sex and Science” currently available on the WISELI website at: http://wiseli.engr.wisc.edu/docs/Sex_and_Science.pdf. We expect to condense the material in that essay to a smaller brochure format for faculty. This new brochure is scheduled to be completed in 2010.

Advancing Women in Science and Engineering: Advice to the Top (Brochure)



This brochure is brand new, and is targeted to department chairs and other administrative leaders. The content originated from the *Enhancing Department Climate: A Chair's Role* workshops, as well as current research and advice literature. Material is also based on the essay "Advice to the Top: Top 10 Tips for Academic Leaders to Accelerate the Advancement of Women in Science and Engineering" previously available on the WISELI website.

Evaluating Candidates for Tenure: Research on Bias and Assumptions (Brochure) and Achieving Tenure: A guide for women and minorities (Brochure)

These brochures will be new WISELI products, as we turn our attention to the promotion and tenure process at UW-Madison. We plan to consult with Sue Rosser and colleagues at Georgia Tech, learn about their ADEPT tool and the PTAC group they formed at Georgia Tech to review their tenure policies. The literature review that accompanies this work will form the basis of these brochures—one aimed at faculty and staff on review committees, and one aimed at underrepresented junior faculty. We expect this work to be completed in 2010, towards the end of the grant period.

Nominations for Major Awards and Honors (Brochure)

This brochure has been in distribution for several years; it just needs updating and generalizing beyond the UW-Madison campus. It is currently under revision and will be completed in 2010.

6. Disseminate the new brochures and booklets to other campuses.

In the proposal, we suggested several ways we would distribute the brochures we develop to campuses beyond UW-Madison. By the end of the grant, our goal is to reach 100 different campuses with our materials; to date, we know of 90 individual colleges or universities who have received one of our publications (hiring brochure, hiring guidebook, department chair climate brochure, etc.). More campuses than these have received our materials through distribution at meetings and conferences. In 2008, we discovered an additional mode of dissemination that we

had not thought to document before now—monitoring the use and inclusion of our materials into materials produced on another campus, or a link to our materials directly from another university’s website. We are including these documented instances of dissemination in our listing below, and will monitor such linkages annually.

(1) Distribute brochures/publications at national conferences.

We had planned to attend and present at the Keeping Our Faculties of Color V conference in Minneapolis in 2009, but that conference was canceled due to low registration. Thus, the only national conference we attended in 2009 was the NSF/AWIS ADVANCE PI meetings in Washington DC. We presented a poster advertising our materials to other ADVANCE sites, and distributed copies of brochures to attendees, as well as provided information about how to easily order the items from our “online bookstore.”

Many of our materials were distributed at the “train the facilitators” workshop we held in June; nine major research universities received our materials on departmental climate, and some also received hiring materials.

In addition, we distributed many brochures and guidebooks via campus visits and invited talks:

- Jennifer Sheridan distributed brochures at the University of Virginia, where she gave an invited talk (March 2009).
- Molly Carnes gave brochures to faculty and administrators at the University of Pittsburgh, where she was an invited speaker (April 2009).
- Jennifer Sheridan distributed brochures as part of an invited talk at Rutgers University (April 2009).
- Molly Carnes presented two talks at the University of Pittsburgh, where she also distributed WISELI materials (May 2009).
- Jennifer Sheridan provided brochures and guidebooks to several University of Wisconsin System schools at the 2009 UW System Women & Science Program Spring Conference, where she was the keynote speaker (May 2009).

(2) Update the WISELI website to include a user-friendly online ordering system for the products.

The WISELI website is one of our primary dissemination tools, and it has a high number of visitors. Despite mostly positive feedback on the site, we had received messages indicating that it was unclear how exactly to order our brochures and guidebooks. Thus, in 2007 we developed the “WISELI Online Bookstore.” This secure website allows visitors to order our products either with a VISA or via an invoice. It is much clearer and also allows us to track with more precision exactly how many of our products are ordered by other campuses. This work was completed in 2007. In 2009, we revamped our entire website, and the WISELI bookstore was also updated with a new logo:



and new link: <https://charge.wisc.edu/wiseli/items.asp> . This mechanism appears to work well. In 2009, we sold 2,550 hiring brochures, 239 hiring guidebooks, and 300 climate brochures via the “WISELI Online Bookstore”.

(3) Work with the University of Michigan and the University of Washington to use the materials in their PAID-funded workshop activities.

Both the University of Michigan and the University of Washington, have received copies of the “Enhancing Department Climate” brochures completed in 2008. The University of Washington used both the department climate brochure, as well as the “Reviewing Applicants” brochure at their LEAD workshop in Fayetteville, Arkansas (June 2009).

(4) Monitor the use of WISELI materials on websites and within materials produced by other universities.

- 21 universities/organizations have taken our materials and added them directly into their own publications, websites, or presentations, and/or asked for permission to do so.
- 12 universities have a link to our materials from their websites, and/or cite one of our publications.

The list of campuses that we know have received or used at least one of these brochures/guidebooks in 2007, 2008, or 2009 include:

Allegheny College ('07, '08)	Ohio State University ('07, '09)	University of Minnesota ('07, '09)
Boise State University ('09)	Onondaga Community College (NY) ('07)	University of Minnesota-Duluth ('08)
Boston University ('07, '08)	Oregon Health and Science University ('07)	University of Missouri-Columbia ('09)
Bristol Community College (MA) ('07)	Pennsylvania State University ('07, '09)	University of Nebraska ('08, '09)
Brown University ('07)	Purdue University ('07, '08, '09)	University of Nevada-Las Vegas ('09)
California State Polytechnic University ('09)	Rice University ('08)	University of North Carolina-Charlotte ('08)
Case Western Reserve Univ ('08)	Rochester Institute of Technology ('09)	University of Northern Colorado ('09)
Columbia University ('09)	Rutgers University ('07, '09)	University of Oklahoma ('07, '08)
Community College of Spokane (WA) ('07)	Skidmore College ('09)	University of Ottawa ('09)

Delaware County Community College ('09)	SUNY-Oneonta ('08)	University of the Pacific ('08)
Drexel University ('07)	Syracuse University ('07)	University of Pennsylvania ('08)
Eastern Washington University ('08)	Texas A&M University ('09)	University of Pittsburgh ('09)
Edgewood College ('08)	Tulane University ('07)	University of South Florida ('09)
Florida Agricultural & Mechanical University ('09)	Union College ('09)	University of Texas-El Paso ('07)
Florida International University ('09)	University of Alabama-Birmingham ('08)	University of Texas-Southwestern ('08)
Florida State University ('09)	University of Arizona ('09)	University of Virginia ('08, '09)
Framingham State University ('09)	University of Arkansas ('09)	University of Washington ('08)
Harper Community College (IL) ('07)	University at Buffalo ('08)	University of Wisconsin-Eau Claire ('07, '08)
Harvard Medical School/Children's Hospital Boston ('07); Dana Farber Cancer Institute ('09); Mass General Hospital ('09)	University of California-Los Angeles ('07, '09)	University of Wisconsin-La Crosse ('08)
Hebrew University ('08)	University of Chicago ('07)	University of Wisconsin-Platteville ('09)
Indiana University ('07, '09)	University of Delaware ('09)	University of Wisconsin-River Falls ('09)
Iowa State University ('08)	University of Delhi ('08)	University of Wisconsin-Stevens Point ('09)
Loyola Marymount University ('07, '08)	University of Florida ('09)	University of Wisconsin-Stout ('07, '08, '09)
Marshall University ('07)	University of Illinois-Chicago ('07)	University of Wisconsin System ('08)
Michigan State University ('07)	University of Illinois-Urbana Champaign ('07, '08)	Utah State University ('07)
Mississippi State University ('07)	University of Iowa ('07, '08, '09)	Virginia Tech ('07)
North Carolina State University ('08, '09)	University of Lethbridge ('07)	Washington University in St. Louis ('07)
North Dakota State University ('09)	University of Maryland-Baltimore County ('07)	Wayne State University ('08, '09)
Northeastern University ('09)	University of Medicine and Dentistry of New Jersey ('09)	West Virginia University ('09)
Northwestern University ('08)	University of Michigan ('08)	Yale University ('08, '09)

Four additional organizations received our materials in 2009: (1) Association of Universities for research in Astronomy (AURA); (2) Council of Colleges of Arts & Sciences; (3) US Department of Labor; and (4) Space Telescope Science Institute.

2009 PAID Financial Report

2009 Financial Report, PAID (prepared 12/28/2009)

	Budget	Actual 2007	Actual 2008	Projected 2009*	Projected 2010**	Total
Income						
NSF PAID	\$499,991	\$499,991	\$0	\$0	\$0	\$499,991
Salaries and Fringes						
Directors	\$97,571	\$7,801	\$51,626	\$47,531	\$11,383	\$118,341
WISELI Staff	\$153,907	\$18,594	\$37,573	\$44,520	\$17,984	\$118,671
Fringe Benefits + Tuition	\$85,502	\$9,898	\$34,301	\$38,167	\$12,954	\$95,320
Travel	\$3,150	\$860	\$6,213	\$2,190	\$0	\$9,263
Supplies and Equipment	\$0	\$143	\$461	\$164	\$0	\$768
Overhead	\$159,861	\$17,530	\$60,956	\$60,380	\$18,763	\$157,629
Total Income	\$499,991	\$499,991	\$0	\$0	\$0	\$499,991
Total Expenditures	\$499,991	\$54,826	\$191,130	\$192,952	\$61,083	\$499,991

* 2009 expenditures are actual through November 30, 2009 and estimated from December 1-December 31, 2009.

** We received a no-cost extension; this grant will now expire in December 2010.

WISELI Publications 2009:

Isaac, Carol; Barbara Lee; and Molly Carnes. 2009.
“Interventions That Affect Gender Bias in Hiring: A
Systematic Review.” *Academic Medicine*.
84(10):1440-1446.

Interventions That Affect Gender Bias in Hiring: A Systematic Review

Carol Isaac, PhD, PT, Barbara Lee, PhD, and Molly Carnes, MD, MS

Abstract

Purpose

To systematically review experimental evidence for interventions mitigating gender bias in employment. Unconscious endorsement of gender stereotypes can undermine academic medicine's commitment to gender equity.

Method

The authors performed electronic and hand searches for randomized controlled studies since 1973 of interventions that affect gender differences in evaluation of job applicants. Twenty-seven studies met all inclusion criteria. Interventions fell into three categories: application information, applicant features, and rating conditions.

Results

The studies identified gender bias as the difference in ratings or perceptions of men and women with identical qualifications. Studies reaffirmed negative bias against women being evaluated for positions traditionally or predominantly held by men (male sex-typed jobs). The assessments of male and female raters rarely differed. Interventions that provided raters with clear evidence of job-relevant competencies were effective. However, clearly competent women were rated lower than equivalent men for male sex-typed jobs unless evidence of communal qualities was also provided. A commitment to the value of credentials before review of applicants and women's presence at above 25% of the applicant

pool eliminated bias against women. Two studies found unconscious resistance to "antibias" training, which could be overcome with distraction or an intervening task. Explicit employment equity policies and an attractive appearance benefited men more than women, whereas repeated employment gaps were more detrimental to men. Masculine-scented perfume favored the hiring of both sexes. Negative bias occurred against women who expressed anger or who were perceived as self-promoting.

Conclusions

High-level evidence exists for strategies to mitigate gender bias in hiring.

Acad Med. 2009; 84:1440–1446.

The success of female physicians is recognized and celebrated both in popular television series such as "ER," "Providence," and "Strong Medicine" and by the National Library of Medicine.¹ Despite explicit support for gender equity in academic medicine, however, female physicians advance more slowly toward seniority than do male physicians, earn

less than male physicians in similar positions, and have not entered the ranks of leadership at rates predicted by their proportional presence in academic medicine for the past 30 years.^{2–4}

Physicians are committed to evidence-based practice.⁵ Studies with random assignment of participants to an intervention or control group, in particular, provide high levels of evidence in informing physician decision making.^{5,6} Decades of social cognitive research exists on how gender stereotypes lead to assumptions—both implicit (unconscious) and explicit (conscious)—that consistently impede women's advancement in historically male-dominant fields.^{7,8} The success of a job applicant in obtaining a position is a major determinant of that person's ability to advance in any career. To facilitate the adoption of evidence-based employment practices in academic medicine, we performed a systematic review of studies with randomized controlled designs that investigated the impact of an intervention on the activation and application of gender bias in hiring settings.

Method

Study selection

The studies we selected met the following inclusion criteria: random assignment of participants to the intervention or control group, assumption by participants of the role of personnel decision makers evaluating applicants for employment, publication after 1972 (the year that Congress passed the Title IX Amendment¹ to the Civil Rights Act), blinding of participants to the intervention, the presence of both men and women in the contrived applicant pool and the participant (rater) groups, and comparison of the impact of an intervention on ratings of male and female applicants with identical qualifications. We excluded studies that

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Supplement digital content is available for this article. Direct URL citations appear in the printed text; simply type the URL address into any Web browser to access this content. Clickable links to this material are provided in the HTML text and PDF of this article on the journal's Web site (www.academicmedicine.org).

assessed bias only by reaction time or accuracy in matching gender-linked stereotypic words or pictures, studies in which the participants were stated to be less than 18 years old, studies with only women in the applicant pool (e.g., pregnant and nonpregnant participants), and studies that did not specifically indicate random assignment of the intervention. We also excluded dissertations, letters, and abstracts. Although searches had no language restriction, all studies identified were in English. When the presence of an inclusion criterion was in doubt, the authors achieved resolution through consensus. This effort usually involved distinguishing between an intervention that had an impact on gender bias and one that simply documented gender bias in a different hiring setting (e.g., jobs supervising men or women⁹).

Data sources and search strategy

The authors electronically searched the following sites from 1973 (when possible) to June 2008: PubMed, PsychINFO, Web of Science (including Social Science Citation Index), Cochrane Library, CINAHL, ProQuest, ABI/INFORM (U.S. and international articles on business and management), ERIC, and SocINDEX. Terms entered from the Medical Subject Headings (MeSH) of the National Library of Medicine were Human, Female, Prejudice, and Stereotype(s). Other terms entered individually or in combination were Gender, Women, Hire/hiring, Bias, Sex roles, Sex, Discrimination, and Research. The authors narrowed database searches using the term Experimental to identify studies with randomized controlled designs. Professional librarians performed supplemental searches of ProQuest, PubMed, and Women's Studies International. Additional reference mining included selected author searches, hand searches of bibliographies of retrieved studies and meta-analyses, and review of files of senior faculty who study gender and leadership. The search was considered saturated when relevant articles reappeared in multiple searches. The authors identified and reviewed abstracts from citations through each of the above searches ($N = 1,920$) and retrieved and examined articles that seemed to meet inclusion criteria (Figure 1). Because of the heterogeneity in interventions and outcomes, the data were not pooled.

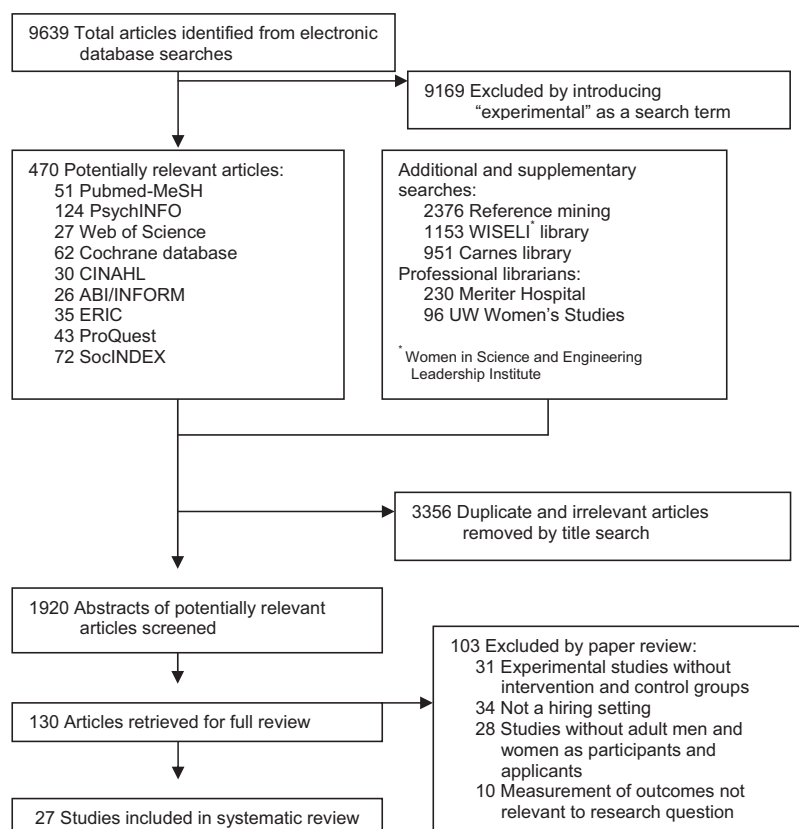


Figure 1 Search strategy and final selection of studies for inclusion in systematic review. UW, University of Wisconsin; WISELI, Women in Science and Engineering Leadership Institute.

Data extraction

We three authors independently reviewed in detail 130 studies. One of us (B.L.), a statistician, evaluated articles for quality and effectiveness of controls, validity checks on interventions, and appropriateness of statistical tests. We scored articles for quality by using a modified Jadad numerical system of one to four points (a point was allowed for single blinding).¹⁰ Inclusion required a score of at least 2. After verification of inclusion criteria, we extracted the following information: author, year, and country in which study was performed; intervention; outcome variables; study design; demographic information on study participants (i.e., gender and race-ethnicity); the construct measured; results; and the P values of statistical procedures.

When an article described more than one experiment, we included only those substudies that met our inclusion criteria. If more than one of the substudies in a given paper met the criteria, we reviewed each one but still counted the citation as one study. Twenty-seven studies met all inclusion criteria. See the Appendix (<http://links.lww.com/ACADMED/A1>).

The Jadad score was 3 for 4 of the studies^{11–14} and 2 for the other 23 studies.

Results

Overview of selected studies

Participants in 18 of the 27 studies were college students. Other studies used business (MBA) or graduate students (3 studies and 1 substudy),^{15–18} managers,^{12,19,20} adult workers,^{21,22} and members of human resource associations.¹⁴ Twenty-three studies were conducted in the United States: 3 at specified universities,^{11,13,17} 7 in identified regions,^{12,14,19–21,23,24} and 13 at unspecified locations. Two studies were conducted in the Netherlands^{25,26} and 2 in Germany.^{27,28} Participants in all studies were categorized by gender; 11 had descriptors of age (means or ranges),^{13,14,17,19,21,23,27–31} and 2 provided some description of race and ethnicity.^{21,23} Whites made up 72% to 90% of participants in these two studies. Studies established applicant gender visually by photograph^{19,28,29,32–36} or video,^{13,21,37} designation of sex on the application,^{18,24} in-person interview,^{27,37} and/or the use of gendered names and pronouns (modifications of the Goldberg paradigm³⁸).^{11,12,14–18,22–32,34} Twenty-four studies^{11–13,15,16,18–30,32,34–37,39} examined

gender bias in decision making with regard to applicants for “male sex-typed jobs,” the term applied in much of this research to positions historically or predominantly occupied by men and/or assumed to require stereotypically male traits. Such positions included mechanical engineer,^{11,24} assistant vice president for financial affairs,¹⁸ chair of a district’s association of physicians,^{25,26} sales manager for a heavy-machinery company,¹² high-ranking chief executive officer,²¹ and police officer.^{22,39} Twelve studies^{12–14,17,21,24,27,30,33,34,36,39} examined outcomes for female sex-typed jobs (e.g., nurse,³⁹ dental receptionist,¹² and day care worker²⁴) or gender-neutral jobs (e.g., copy editor,²⁴ assistant trainee,²¹ and compensation analyst¹⁴). One study¹³ manipulated the sex-typing of a neutral job (computer lab manager) by emphasizing the requirement of either stereotypic male traits (i.e., technically skilled and able to work under pressure) or stereotypic female traits (i.e., helpfulness and sensitivity to coworkers). Studies confirmed job sex-typing with pretested scales^{11,22–24,26–29,35} or previous studies^{12–17,19–22,25,27,28,30–34,36,37} that used, for example, job sex-typing inventories.^{40–44} Twenty-three studies used ANOVA,^{11–27,29,30,32–34,36,37} MANOVA,^{14,16,19,35} or ANCOVA^{28,36} to compare main effects of the intervention and other independent variables and to test for interactions with gender on the dependent variables of interest. These comparisons were followed by individual comparisons of findings for male and female applicants with previously planned contrasts or appropriate post hoc tests. The remaining study used the chi-square test.³¹

All but one study²⁴ confirmed that male applicants are evaluated more positively than female applicants for employment in male sex-typed jobs. See the Appendix (<http://links.lww.com/ACADMED/A1>). It was easier for men than for women with identical qualifications to be recommended for advancement in the job-acquisition process, such as being granted an interview or being hired. Other than in a few comparisons within six studies,^{11,22,24,28,33,37} male and female participants did not differ in their ratings. Interventions fell into one of three categories (List 1): varying the information provided to raters in the written application (12 studies); changing the behavior, scent, or appearance of the applicant (9 studies); or altering the

List 1

Three categories of interventions on gender bias in hiring settings as found in a review of 27 published reports from 1973 to 2008*

Information provided to raters in application

- Job-relevant individuating information (educational background,^{16,17,24} past work experience,³³ scholastic standing,^{24,33} personality,³⁰ performance ability²⁹)
- Gender stereotypic, counterstereotypic, or neutral individuating information^{12,13,16,30,33,34}
- Parental status^{17,18,23}
- Ambiguous or explicit gender³⁴
- Marital status¹⁷
- Life philosophy statements¹³
- Employment discontinuities¹⁴

Applicant behavior, scent, or appearance

- Physical attractiveness^{19,28,32,33,36}
- Interview style (self-promoting or self-effacing speech and mannerisms³⁷; direct, self-confident [agentive] interview style¹³)
- Masculine or feminine appearance²⁸
- Masculine, feminine, or no perfume²⁷
- Expression of anger²¹

Conditions under which raters assessed applicants

- Threat of accountability¹¹
- Order of rating separate qualifications and providing summary judgments³²
- Priming with counterstereotypic information³⁵
- Proportion of women in the applicant pool¹⁵
- Evaluation after counterstereotype training, with or without distraction or filler task²⁵
- Evaluation after counterstereotype training, before or after trait rating task²⁶
- Employment equity directives^{20,39}
- Attentional demand during evaluation²⁸
- Commitment to value of credentials before or after reviewing applicants²²

* The categories were (1) varying the information provided to raters in the application ($n = 12$), (2) changing the behavior, scent, or appearance of the applicant ($n = 9$), and (3) altering the conditions under which raters assessed applicants ($n = 10$).

conditions under which raters assessed applicants (10 studies). Four studies had interventions in two of the categories.^{13,28,32,33}

Information provided to raters in written applications

Six of the 12 studies in this group assessed the impact on bias against female applicants for a male sex-typed job of providing clear evidence of job-related competence (relevant educational or work background,^{16,17,24,33} high scholastic standing,^{24,33} job-congruent personality characteristics,³⁰ or designation as a “finalist in the job competition” by “a panel of experts”²⁹). Such individuating information was effective in reducing^{24,30,33} or eliminating^{16,17,29} hiring bias. Other studies assessed the impact of matching gender-stereotypic, gender-counterstereotypic, or gender-neutral traits of applicants with job sex-type.^{12,13,16,30,33,34} For example, Futoran

and Wyer³⁴ selected traits shown to be gender-linked on the Bem Sex Role Inventory⁴⁰ (i.e., aggressive, competitive, industrious, and outgoing for males, and appreciative, considerate, gentle, and helpful for females) to describe male, female, or gender-ambiguous candidates for jobs that normative occupational data studies have shown to be considered to require stereotypic male or female traits. Both an applicant’s gender and traits influenced job suitability ratings. Heilman¹⁶ found that including positive but job-irrelevant information about female applicants (e.g., having a biology/political science degree rather than a business/economics degree when applying for a lower management position) resulted in lower ratings than did the absence of such information. Glick and colleagues¹² provided individuating information that

established gender-counterstereotypic personality traits (e.g., men working in retail sales at a jewelry store and women working in grounds maintenance) but that was job-irrelevant; they found higher employability ratings for both male and female applicants with stereotypic masculine traits, although the preference of raters for a match between job sex-type and applicant gender remained. To measure the degree of gender stereotyping, the participants in the study by Heilman¹⁶ assessed applicants by using five adjectival scales associated with gender-related work attributes (e.g., emotional–rational, ambitious–unambitious, tough–soft). Providing a high degree of job-relevant information about a female applicant eliminated the difference in gender stereotyping between male and female applicants seen with low job-relevant information or no information. Furthermore, when composites of these adjectival scores were covaried with applicant ratings, the perceptions of gender-related attributes rather than the applicant's actual gender accounted for assessments of hireability and of potential for advancement. Rudman and Glick¹³ found that highly competent female applicants benefited from applications that included a written “life philosophy” endorsing communal (stereotypically female) rather than agentic (stereotypically male) values, particularly when they were applying for female sex-typed jobs.

Two studies examined the impact of including information on parental status in the application.^{18,23} Male and female applicants without children received comparable ratings on all employment-relevant measures. Parenthood resulted in lower ratings for both male and female applicants, but women whose applications indicated that they had children were more disadvantaged. Although both female and male parents were rated as less committed and less dependable than nonparents, only female applicants with children were rated lower on measures of hiring and promotion.^{18,23} One study included both marital and parental status information in the applications.¹⁷ Marital status had little effect on applicant ratings, although married men with children and single women were ranked as the most suitable applicants for two neutral sex-typed positions. One study examined the impact of applications that contained discontinuities in employment and found

that men were generally judged more harshly than women in such cases.¹⁴

One study compared the effect of gender ambiguity in the application.³⁴ When an applicant's gender was apparent from the application, women were disadvantaged; however, when applicants had gender-ambiguous names (e.g., Pat or Chris), job suitability was based solely on the applicants' qualifications (even if the inferred gender was female).

Applicant behavior, scent, or appearance

Three studies assessed the impact of interview behavior on gender bias.^{13,21,37} All found negative reactions to women who exhibited stereotypic male behaviors. Rudman³⁷ found that, when applicants of either gender violated behavioral norms—men by being self-effacing and women by being self-promoting—both were rated lower than applicants who behaved in a more gender-congruent manner. In one of the few differences by participant gender, female raters judged self-promoting women more harshly than did male raters. Rudman and Glick¹³ found that women who exhibited an agentic interview style were rated lower on social skills than were men, although this difference was eliminated when women's applications included a communal life philosophy statement. Brescoll and Uhlmann²¹ found that the expression of anger by an applicant enhanced the evaluation of men and lowered the evaluation of women, particularly women applying for a high-status position. The existence of a specific external cause for anger mitigated but did not eliminate the negative bias toward women; external attribution for anger improved the status and salary ratings for women who expressed anger but had no impact on the lower rating of competence.

Sczesny and Stahlberg²⁷ and Sczesny and Kühnen²⁸ found that visual and olfactory cues can activate gender stereotypes independent of the actual biological sex of the applicant. Male and female applicants wearing a masculine-scented perfume or submitting paper applications to which such a scent was applied received more positive ratings than did identically qualified applicants who used a feminine scent.²⁷ This group also found that both men and women who looked more stereotypically masculine in photographs were favored for hiring into a leadership position.²⁸

Five studies examined the impact of physical attractiveness and found that overall attractiveness is advantageous, but more so for men than women.^{19,28,32,33,36} Highly attractive women can be disadvantaged in applying for male sex-typed jobs, and less attractive women can be disadvantaged in applying for female sex-typed and neutral jobs. Heilman and Saruwatari³⁶ found that attractiveness predicted ratings of stereotypic male or female traits among applicants and that, when these ratings were factored out, the impact of attractiveness was eliminated.

Conditions under which raters assessed applicants

Five studies sought to manipulate automatic gender bias in hiring by informing raters of employment equity directives^{11,20,39} or by prior training of raters with an exercise to decrease the response time to gender-counterstereotypic word associations.^{25,26} In response to employment equity directives, Ng and Wiesner³⁹ found that men who were less qualified than women for a female sex-typed job (i.e., nurse) were more likely to be hired, but this positive bias for the underrepresented candidate did not hold true for women who were less qualified than male applicants for a male sex-typed job (i.e., police officer). In the study by Biernat and Fiegen,¹¹ raters with the expectancy of accountability for their hiring decisions were less likely to hire a female applicant. Rosen and Mericle²⁰ found that, even under strong employment equity directives, female applicants were recommended for lower salaries than were men with identical qualifications. Kawakami and colleagues^{25,26} engaged raters in “antibias” training that successfully reduced response time in matching gender-counterstereotypic words that were displayed sequentially on a computer screen. However, this training did not reduce gender bias in a subsequent mock-hiring situation unless an intervening task or concurrent cognitive distraction prevented subjects from correcting against the perceived coercion of training.²⁵ If participants were able to correct for perceived coercion on an initial task, the preference for male over female job candidates and the attribution of gender-stereotypic traits were eliminated.²⁶

Two studies varied the order in which aspects of the hiring process occurred.^{22,32}

Uhlmann and Cohen²² found that requiring raters to commit to the value of credentials before reviewing any applicants eliminated gender bias in hiring a police chief. Cann et al³² found better correlation between applicant ratings and recommendations to hire when raters were forced to rate applicants' qualifications separately before, rather than after, providing summary employability judgments.

Heilman¹⁵ found that, when women composed 25% or less (i.e., no more than two) of the applicants in a pool of eight, they were viewed as less qualified than male applicants for a managerial job and as being more stereotypically female on gender-related adjectival scales than when women made up at least 37.5% of the pool (three of eight applicants). Covariance analysis of gender-stereotypic and hireability ratings indicated that the impact of gender proportion in the applicant pool could be completely accounted for by the stronger attribution of female gender stereotypes to women when they made up 25% or less of the pool. In a study by Heilman and Martell,³⁵ priming raters with data that women are succeeding in a relevant male-dominated field eliminated bias against female applicants, although priming with information about a single successful woman did not.

Sczesny and Kühnen²⁸ found that rating applicants in the presence of a competing cognitive demand (i.e., memorizing a nine-digit number) enhanced the evaluation of male applicants for leadership competence and certainty of hiring. This effect was most pronounced in female raters.

Discussion

This systematic review reaffirmed the ubiquity of unconscious stereotypes regarding the behaviors and traits associated with being male or female, the ease with which these stereotypes are activated, and the consequent negative bias against women applicants for jobs historically occupied by men. More important, however, this review documents the capability for mitigating the automatic activation and subsequent application of these biases.

Taken together, these studies indicate that, when ambiguity exists in an individual's qualifications or competence, evaluators will fill the void with

assumptions drawn from gendered stereotypes. Providing individuating proof of competence and past performance excellence that are relevant to the employment opportunity seems to be effective in mitigating gender bias,^{16,17,24,29,30,33} provided that raters do not feel coerced,^{25,26} conditions enable raters to fully attend to the information provided,²⁸ and raters commit to the value of specific credentials both before the review²² and before giving an overall rating.³² Informing raters about research confirming women's competence in sex-typed male tasks is also effective.³⁵

Given the large number of competent women physicians and scientists, this approach would seem to be a fairly straightforward way to ensure gender equity. The studies reviewed also indicate, however, that the issue is more complex than expected. Women who are clearly competent in male sex-typed roles may engender negative reactions³⁷ and lower ratings simply because their competence violates the prescriptive norms for female behavior.³¹ This outcome seems particularly likely for women who exhibit anger (a "male" emotion⁴⁵) and for women who use self-promoting, powerful verbal and nonverbal status cues.³⁷ At the same time, men are penalized in evaluations for exhibiting communal or stereotypic female behaviors (e.g., parenthood or self-effacing speech).^{23,37} Providing evidence that agentic, competent women also behave in gender-congruent communal ways helps mitigate this negative bias^{13,31,37}; however, women must be careful not to seem overly communal by bringing attention to the fact that they are parents or by seeming too feminine in appearance or scent.^{18,23,27,28} The potential benefit to a woman who is applying for a male sex-typed job of having a gender-ambiguous name³⁴ is worth noting.

Diversity training and employment equity policies would seem logical institutional initiatives to promote gender equity. Evidence from our review suggests, however, that these directives do not ensure gender equity in hiring.^{20,39} Furthermore, if such directives result in women's presence as a small proportion of an applicant pool, individuating from the stereotypes of the social group that women occupy becomes more difficult, and they may be less likely to be hired.¹⁵ Counterstereotype training was effective only under certain circumstances.^{25,26}

This review covered more than 30 years of publications. More recent studies often built on previous work and tended to employ more sophisticated interventions and analyses, but there was no clear diminution of gender bias in the findings between earlier and more recent studies. Several studies did not meet all inclusion criteria but are worth mentioning. Bragger and colleagues⁴⁶ found that structured interviews with standardized, sequential questions that were relevant to the position eliminated the hiring bias against pregnant applicants found when the same information was obtained through haphazard conversation. Glick and colleagues⁴⁷ found "sexy" attire was a particular disadvantage, as compared with neutral dress, for women applying for a managerial position. Wiley and Eskilson⁴⁸ found that applicants with tentative speech patterns, regardless of gender, received lower ratings. The benefit of gender ambiguity was striking in a study comparing employer response to identical resumes with female names or initials.⁴⁹ Davies and colleagues⁵⁰ found that affirmation that both men and women are equally capable prevented female-stereotype priming from undermining women's subsequent leadership aspirations. McConnell and Fazio⁵¹ found that use of the title "chairman" primed raters to give a position more stereotypic masculine ratings than did the use of "chairperson" or "chair." Martell⁵² found that gender bias in rating police officers was eliminated by the reducing time pressure and cognitive distraction during evaluation. Heilman and Okimoto³¹ confirmed the importance for highly agentic women of providing evidence of communality, to prevent negative ratings. Hugenberg and colleagues⁵³ found less gender bias in selection when raters decided whom to include rather than whom to exclude from a list of individuals in a male sex-typed job.

This study had some limitations. Evidence-based recommendations are limited by the predominant use of college students as participants,^{54–56} although gender bias in evaluation was also found in the six studies with adult nonstudent participants.^{12,14,19–22} Furthermore, Marlowe and colleagues¹⁹ found gender biases even in the evaluations of experienced managers. The absence of any study in an academic medicine setting is a limitation in the capacity to generalize our findings to academic medicine. We also

have little information on the ethnic–racial diversity of the participants, but, given the populations from which these studies drew participants, it is likely that nearly all were white. Finally, although the randomized

controlled design of these studies is important for establishing a causal relationship between the intervention and the outcome, the success of these interventions in actual employment settings is unknown.

List 2

Evidence-based recommendations to reduce the application of bias that could disadvantage women applicants in hiring settings*

Recommendations for Institutions

- Design process to allow applicants to provide individuating evidence of job-relevant competency^{16,17,24,30,33}
- Visibly display research evidence that men and women are equivalently successful in male sex-typed roles^{35,50†}
- Work hard to ensure that women comprise at least 25% of an applicant pool¹⁵
- Insist that raters commit to the value of specific credentials before seeing actual applicants²²
- Rate specific qualifications before making summary judgments about applicant³²
- Design equity directives and antibias training so that raters do not feel coerced during evaluation^{11,20,25,26,39}
- Do not ask about parenthood status in the application^{18,23}
- Encourage raters to spend adequate time and avoid cognitive distractions during evaluation^{28,52†,58§}
- Use structured rather than unstructured interviews^{46¶}
- Do not use man-suffix in job titles (e.g., use “chair” or “chairperson” as opposed to “chairman”)⁵¹⁺
- Implement training workshops for personnel decision makers that include examples of common hiring biases and group problem solving for overcoming such biases^{59§,60††}
- Encourage raters to use an inclusion rather than an exclusion selection strategy in constructing a final list of applicants^{53‡}

Recommendations for female applicants

- Provide some evidence of communal job-relevant behaviors (e.g., being *helpful* and *sensitive* to the needs of subordinates)^{13,18}
- Indicate clear evidence of competency (e.g., resume, third-party endorsements) but avoid appearing self-promoting in an interview^{12,16,29,30,37}
- Do not show anger or discuss previous job-related situations that made you angry²¹
- Best to avoid feminine-scented perfume, but wearing masculine-scented perfume may be beneficial (although you would need to pretest the scent to ensure that it is considered “masculine”)²⁷
- Avoid revealing parenthood status until job and salary are secured^{18,23}
- In your initial application, if you have a female-gendered first name, consider using initials only, and if you have a gender-ambiguous name, consider removing gender-identifying information^{34,49¶}
- Strive for an “attractive” but neutral appearance for interviews or application photographs. Avoid interviewing in overly feminine clothing (more masculine clothing and facial features may be beneficial)^{28,32,36,47¶,61¶,62††}
- If you are visibly pregnant, it might be wise to obscure it with your clothing^{42¶}
- Avoid tentative speech patterns (e.g., use of intensifiers such as “really” and “definitely,” hedges such as “I guess” or “sort of,” and hesitations such as “well” or “let’s see”)^{37,48††}

* All studies cited in this table, except those with superscript symbols, met inclusion criteria for the systematic review. The studies with superscripts are all experimental, controlled studies, but they were excluded from the systematic review for the reasons listed below. We include the citations in this table because the studies support the recommendation.

† Self-selection of a leadership role by women.

‡ Intervention involved a personnel evaluation or a selection decision but was not in a hiring setting.

§ Intervention and assessment of hiring bias, but ratings of applicants not broken down by gender.

¶ No men in the applicant pool.

†† Intervention appeared to be randomly assigned, but this was not specifically stated.

Conclusions

This review identifies several institutional interventions with a high level of evidence promising the possibility of promoting gender equity in hiring (List 2). The limitations of the studies, in combination with the continual and rapid evolution of social norms, make us reluctant to dictate to individual female applicants behaviors that may enhance their hireability. Whereas we are mindful of these caveats, we also provide recommendations for individual applicants that are supported by the existing research evidence (List 2).

The National Institutes of Health Roadmap calls for scientists to move beyond the limits of their own discipline and explore new organizational models for interdisciplinary science.⁵⁷ Evidence-based practice has become a core value of academic medicine.⁵ With this systematic review, we encourage those within the institution of academic medicine to apply evidence from social science research to the practice of personnel decision making.

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WISELI in the Press



Female airmen underrepresented in tech field

By Erik Holmes - Staff writer

Posted : Sunday Mar 8, 2009 10:46:45 EDT

Women account for 8 percent of airmen in technical career fields, even though they make up a fifth of the enlisted force, Air Force statistics show.

Of 108,735 enlisted airmen who do what are considered technical jobs, such as engineering, 100,036 are men and 8,699 are women. The disparity mirrors a nationwide trend of men outnumbering women in fields related to math and science.

Nearly half — 49 percent — of enlisted male airmen in Community College of the Air Force programs are in technical specialties, compared with 17 percent of enlisted female airmen, according to data from the Air Force Personnel Center.

Airmen are in CCAF programs that align with their Air Force Specialty Codes, so academic specialties closely mirror AFSCs. The personnel center could not provide data for women in technical AFSCs.

The careers that a new recruit can enter are determined by his Armed Services Vocational Aptitude Battery scores and academic qualifications such as high school or college classes, according to the Air Force Recruiting Service.

"We try to match them up with jobs they're going to be successful at, and then ultimately they make the choice," said Tech. Sgt. Angela Lesko, AFRS's program manager for enlisted accessions.

The difference in the number of men and women in technical fields could be due in part to female recruits generally having lower scores on the Armed Forces Qualification Test, which includes weighted ASVAB scores. Math, science and mechanical skills are key to scoring well on the AFQT.

Forty percent of new female airmen were in the 65th percentile or higher on the AFQT, compared with 51 percent of new male airmen.

The Air Force calculates ASVAB scores in four aptitude categories: general, mechanical, administrative and electrical. The score for each category is computed on scores for the ASVAB's subtests.

Many technical career fields, such as communications and electronics AFSCs, have minimum required scores for the electrical and mechanical qualification categories. For example, a recruit who wants to be a technical applications specialist must score in the 88th percentile in the mechanical category and in the 85th percentile in the electrical category; by contrast, a recruit who wants to go into maintenance scheduling needs to score only in the 44th percentile in the general category.

The scores for men and women in the electrical and mechanical qualification categories weren't available.

But even well-qualified women choose technical educations and careers less often than men, said Amy Wendt, an electrical engineering professor at the University of Wisconsin-Madison and co-director of the university's Women in Science & Engineering Leadership Institute.

Wendt said she sees girls in high school take as many science and math classes as boys do, but they are less likely to continue in those tracks.

"It's between when they graduate from high school and that decision about what they're going to do afterwards that we see the big drop-off," she said.

The way technical fields are marketed to high school students is one reason why girls tend to choose careers that don't require strong science or math skills, Wendt said. Engineering and other technical fields often receive attention for being technically rigorous and difficult, which might appeal more to men, but factors that could appeal more to women — creativity and the ability to make a difference in people's lives — aren't highlighted, she said.

A female engineering noncommissioned officer stationed in Europe concurred.

"Engineering and technical fields are considered 'geeky,' and a lot of young women shy away from them because of this," she wrote in an e-mail.

Young women who might be interested in technical fields also have few role models, Wendt said.

"There are a lot more male engineers out there, so I think for boys there is a lot more identification ... than girls have," she said.

The NCO thinks the small number of female engineers in the Air Force hasn't had much effect on her professional growth.

"I've had good male mentors and good female ones," the engineer wrote on condition of anonymity because she was not authorized to talk to the media. "In my experience, if you do your job and aren't afraid to get your hands dirty, you'll be accepted."

The Air Force data for women in technical fields reflects trends in U.S. society.

A 2007 study by the American Society for Engineering Education found 17.5 percent of undergraduate engineering students in the U.S. were women, even though women made up 58 percent of all college undergraduates.

And little progress has been made despite an effort to attract women into technical fields, Wendt said. In fact, the ASEE study found the percentage of women in university engineering programs has decreased slightly in the last 10 years.

"When I entered into engineering [in the 1980s] ... I thought, well, there aren't that many women in engineering but ... certainly the numbers will increase over time," she said. "And they haven't [changed] that much."

Academic Climate Change

for Women in Science at University of Wisconsin-Madison

By Laura L. Mays Hoopes

How can an institution improve its climate for women in science? One success story is the University of Wisconsin-Madison. In 2002, the University of Wisconsin-Madison received a National Science Foundation ADVANCE Institutional Transformation Award to improve the climate for women faculty in the sciences and engineering. Initiatives included equity of resources, workplace interactions, life-career interface, development-leadership-visibility, and overarching issues (such as research on gender equity). Here I'll focus on the workplace interactions to

show how WISELI (Women in Science and Engineering Leadership Institute) led to changes in resistant barriers for women in science. A notable feature of their effort is a website crammed with resources for other institutions who would like to replicate their success (<http://wiseli.engr.wisc.edu>). The current executive director is Jennifer Sheridan (Figure 1); WISELI is located in the College of Engineering at University of Wisconsin-Madison.



Figure 1:
Women in Science and
Engineering Leadership
Institute Executive Director
Jennifer Sheridan.

When asked what particular features of WISELI she believes had the biggest effect Jo Handelsman, the founding co-director of the WISELI programs said, "I think WISELI's programs that have had the greatest impact are the Department Chair Climate Training, Search Committee Chair Training, and the Life Cycle Grants." This article will cover these two training

programs; information about the Life Cycle Grants can be found on the website.

The Department Chair Climate Training addresses the personal feeling of department members (faculty and staff) that they are treated fairly and with respect within their department, and that they are safe there. WISELI developed a series of three workshops for small groups of department chairs to discuss improving climate within their departments. The department members fill out a short online survey about the departmental climate, allowing the chairs to identify their specific concerns. The workshop participants collaborate to develop plans that address the issues raised in the surveys. As with all WISELI programs, the training is based on research. Literature about effective leadership practices is included in the workshop, and participants are also introduced to the literature on unconscious biases and assumptions, discussing how these biases may influence the climate in their departments. Incorporating this research with survey information from their constituents and from discussions with colleagues has been effective in improving climate overall, as shown by faculty surveys at University of Wisconsin-Madison in 2003 and again in 2006 after the program had run for several years. The sessions described below are included in Climate Workshops for Department Chairs on the WISELI website along with various other useful materials available for download to support such workshops (1).

In the first session of the Department Chair workshop (titled "Enhancing Department Climate: A Chair's Role"), the participants discuss the definitions of climate, the importance and benefits

of positive climate, results from recent studies of faculty and academic staff climate assessment at their own institution, results of in-depth interviews of faculty and staff there, and readings on climate seen from different peoples' perspectives. In addition, the facilitator introduces the web-based survey that their department members will be given between the first and second sessions.

In the second session, each chair receives his/her own departmental survey results, reviews the output, and discusses the findings with other chairs and the facilitator. They share positive findings and tell the other participants what the department is doing that fosters these positive results. They may describe negative

results and solicit advice or suggestions from chairs, the facilitator, or from provided resource materials. Chairs learn about other resources and people on campus who can help them with any negative issues.

They are encouraged to share the findings with their own departments between the second and third sessions.

In the third session, chairs discuss how they shared the findings with their departments, and how they identified areas for the department to focus efforts on addressing issues that arose. Discussion is on developing and implementing plans to address concerns. Chairs share expertise and insights with each other, as well as ideas and resources to facilitate planning. The specific topics discussed include strategic planning, leadership styles, organizational structures and decision-making styles, and how they can interact with the departmental climate.

Registration is required for the Department Chairs' Climate workshop, and the time for the first session of an hour and a half is set. Then, subsequent sessions are set up in such a way that all can continue to participate. Recently, WISELI held a workshop in Madison (Figure 2) to disseminate their approach to working with department chairs on climate to other universities. "We had about 30 people from 11 institutions come to Madison to learn how we put on the climate workshops for chairs and to practice becoming facilitators for such a workshop, in the hopes that they'll begin implementing a similar workshop series on their own campuses," Sheridan said.

The second type of effective event developed by WISELI is a workshop titled "Searching for Excellence & Diversity." This sec-



tion is based on "Training for Hiring Committees" on the WISELI website. These workshops were developed because search committees in general receive little or no training on how to deal with diversity, even though institutions value achieving faculty diversity. They provide faculty and administrators with information, advice, and techniques that help them to get more diverse applicant pools, interview

candidates with respect and support, make appropriate offers, and care for their new faculty members. The workshops incorporate active learning methods—brief presentations are followed by discussions so search committee members can share experiences and learn from each other. A very important aspect of these workshops is making committee members aware of research studies showing that unconscious assumptions seriously impact the evaluation of candidates (see, for example, Trix and Psenka (2)). By making this research a part of the training, WISELI helps search committees develop a fair review and an effective interview process that avoids these subconscious traps.

These workshops have been specifically tailored to various schools and colleges at the University of Wisconsin-Madison, and the website offers support information about the development of such training elsewhere, including two brochures—one, a guide for search committees, and the other a brief summary of research on bias and assumptions and how each can affect applicant evaluation. Both guides are available for use by search committees everywhere and are highly recommended. In addition, nationwide resources and research articles are listed so anyone can start here to search for and access a wealth of information.

The WISELI program at University of Wisconsin-Madison is an asset to all institutions hoping to improve the climate for women in science.

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Figure 2: Department chairs attend a WISELI workshop.

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The Flexibility Stigma

October 2 | Engineering Hall, UW-Madison

Members and supporters of the UW Women in Science & Engineering Leadership Institute—a campus-wide entity focused on gender equality—gathered to hear Professor Joan Williams of the University of California-Hastings speak on making flexibility policies usable in the workplace.

Well-known panelists at the event included UW Chancellor Biddy Martin, Lt. Gov. Barbara Lawton and former Inacom CEO Laurie Benson.



Janet Mertz, Wendy Crone, Vicki Bier, Amy Wendt, Joan Williams, Carolyn Mabee, Lindsey Stoddard Cameron, Molly Carnes, Lydia Zepeda, Eve Fine and Lynn Edlefson

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Chairs Can Encourage Faculty to Use Flexible Policies

In this chilly economic climate, every dollar counts. Schools can prevent costly faculty turnover by providing usable flexibility policies that would help to retain both female and male faculty. Department chairs are the key.

It's not enough to create policies—you have to also make sure the policies are usable, said **Joan C. Williams**, a distinguished professor at the University of California Hastings College of the Law in San Francisco. She keynoted the 2009 Denice Denton Distinguished Lecture Series held at University of Wisconsin-Madison in October.

As director of Hastings' Center for WorkLife Law, Williams is a leading voice in preventing employment discrimination against women with family responsibilities.

Research indicates that above all, faculty value flexibility in their schedules and lives these days, especially in balancing career and personal responsibilities. While most schools have developed flexible policies for faculty, many women avoid using them for fear of bias against them.

Williams also met with department chairs at the University of Wisconsin to motivate and encourage them to help faculty understand and use the policies to increase the flexibility in their jobs. "Research institutions are especially difficult to change," she told the chairs, "because most decisions are made by people with no HR training—people just like you. But you folks are in a position to make change."

Department chairs are in a unique position as gatekeepers of work/life balance, she said. They can:

- Improve the work/life of their faculty and staff.
- Control risk exposure by their school, their department and themselves.
- Model gender equity in departmental practices.

High costs of turnover

Making the "business case" for improving work/life policies, she cited the high costs of not having enlightened, usable work/life policies: losing faculty costs money, and a department's climate affects faculty's "intent to quit."

Institutional expenses per professor have tripled since 1970, while state support for universities has declined sharply. The average startup cost for a professor of physics, astronomy, biology, chemistry or engineering at a Research-1 university is \$390,000 to \$489,000. For a senior science faculty member costs can range from \$700,000 to \$1.4 million.

With these costs, it's not a good idea to "churn and burn" professors, she said. When scientists leave, so does their grant money. It can take 10 years or more to recoup start-up costs, according to the National Academy of Science.

In addition, a department loses productivity when faculty work on searches. A dean estimated spending two full weeks reviewing applications for each search. The average search committee member spends 20 to 40 hours per search.

The economic costs also include losing out on qualified applicants. Schools get reputations quickly, so those with high turnover or a chilly climate for women have a harder

time hiring top people. The best work/life policies, said Williams, can enhance your profile and cost less overall.

Why we need new, usable policies

The academic workplace, said Williams, is based around an outdated model of an "Ideal Professor" who can move anywhere and will work from age 20s to 65 with no break and at "full force," which may be 60-plus hour weeks.

Who fits this ideal? People who are single, or men married to women who are homemakers. Yet this excludes a large portion of our workforce. If we're to remain competitive as a nation and as an educational system, we need to include all talented workers, not just those who are the most convenient for an outdated system. "Are you choosing people based on schedule or based on excellence?" she asked.

Higher education today has a workplace/workforce mismatch. About 95% of mothers work fewer than 50 hours per week, while the average female professor works 52 hours per week. Although women earn 30% of the PhDs in STEM fields and nearly half of all U.S. doctorates, women comprise only 31% of tenured faculty and 24% of full professors. This disparity leads many women to reject academic careers.

Today's professorate are younger, more individualistic and hold different ideas about how they want to run their lives. They have different "deals" with their children and spouses, most of whom are also employed.

An inability to balance family and work has led one-third of both female and male academics to consider leaving academia. A 2000 UC-Berkeley study of postdoctoral fellows found that 59% of married women with children were thinking of leaving, citing the high stress of trying to balance work and children. "If you don't have a department that appeals to women, you will limit your talent pool and end up with a lesser candidate," she quoted from UC-Santa Cruz Chancellor George Blumenthal.

Some schools such as Duke University NC use best-practice work/life policies to gain an edge in recruiting and retention—for both women and men. Even top-ranked universities find themselves competing with rival and lower-ranked institutions that have more family-friendly policies. "These schools are saying, 'we're going to steal your talent by having better work/life policies,'" Williams said.

Legal issues

Risk management is another issue. Workplace discrimination lawsuits mean attorney fees, litigation expenses and possibly lost grant money. The most common case is a gender discrimination lawsuit filed by a woman who did not obtain tenure, which is difficult to win because she must

prove bias compared to a similar male candidate.

But the newer Family Responsibility Discrimination guidelines make it easier to win gender bias lawsuits. There has been a 400% increase in lawsuits since the term was brought into use by the EEOC, and 80 verdicts have awarded \$100,000 or more.

Williams calls such cases the "maternal wall,"

which occurs when women encounter severe bias and repercussions once they have children. One case quoted a department chair as saying "being a mother is incompatible with the responsibilities of being a full-time professor."



Joan C. Williams

*'Are
you choosing
people based on
schedule or based on
excellence?'*

That lawsuit has reached a \$500,000 tentative settlement. In another case, a male professor said "my request for family leave was met with sneering denial by my chair," which Williams said violated two federal laws.

In 2003, Dr. Saranna Thornton conducted a survey that found that one-third of academic institutions had illegal maternal leave policies, because they:

- Treated moms differently than other employees
- Required women on maternity leave to find replacements to teach their classes
- Treated women differently than men
- Discouraged taking legally protected leave
- Retaliated to penalize employees for taking leave
- Penalized employees for using university policies

Proving claims of gender bias used to involve citing two similar situations, one in which a woman was treated differently. Now, you can win with evidence of gender bias or gender stereotyping, said Williams. This is based on stereotypes of how mothers should act, which include:

- **The maternal wall.** In 2005, a female professor was told to "stop worrying about getting tenure and go home and have more babies."

- **Role incongruity.** A woman cannot be both a serious scholar and a mother.

- **Leniency bias.** After a woman has children, she's no longer seen as "a team player"—colleagues scrutinize her office hours while her peer reviews plummet.

- **Attribution bias.** An absent woman is assumed to be with her kids, but an absent man is giving a paper.

Stereotypes reconsidered

Old patterns of bias remain. If a man takes a big risk and it backfires, he's called "risky," while if a woman does it, it's considered a "big mistake." It's noticed and remembered more with women. Men are judged on their potential, whereas women are judged strictly on their achievements.

"Objective rules tend to be applied leniently to men but rigidly to women," said Williams. Class issues may also arise if there's a disparity in staff women applying rules.

One study found that when department chairs received identical CVs, male applicants were more likely to be hired as associate professors, and women as assistant professors. A study analyzing letters of recommendation found that men were described as *brilliant* and *original*, while women were *reliant*, *responsible*, *meticulous* and *careful*.

The double bind of ambivalent sexism remains: Women must choose between being respected and being liked. "If you're stern, you're a bitch," said Williams. This leads women to have to do more service hours, lest they be considered uncollegial.

Mentoring is another hurdle. When a male professor mentors a woman, his involvement is increased only if he sees that his level of success is tied to hers. If not, there's no incentive to help her succeed, so there's no change in involvement.

Prescriptive advice

A department chair at the session asked how not to discriminate when reviewing resumes in his upcoming search for an assistant professor. Williams suggested educating the search committee on how to evaluate resumes to prevent systematically disadvantaging women:

- Don't discount those who attended graduate school part-time; it excludes women, who are more likely to attend part-time due to finances or family duties.

- Don't freak out over gaps in a resume but ask about reasons behind them. Women usually have a good reason.

Participants noted that Wisconsin has good work/life policies but not necessarily the best practices. Radical inconsistencies exist in leave policies between departments. Centralizing leave policies would be inexpensive and level their usage campus wide.

At the departmental level, colleagues need to be sensitive to the different forms of discrimination against family caregivers. Chairs can learn detection strategies. Some of it is subtle, some of it is quite blatant.

One example Williams called the "benevolent prescriptive stereotype" operates when someone makes assumptions about parenthood. A department chair

reportedly told a pregnant faculty member, "Wait until you have the baby. My wife wanted to quit work, she couldn't think of anything but the baby."

This type of stereotype is easy to document. "I hear different standards applied to women," said Williams. "This leaves your department open to lawsuits."

Schools tend to take women for granted

and assume they won't leave because they're place bound due to family ties. Yet that's not always the case. Williams left American University DC after teaching law there for 25 years. "They knew I couldn't leave," she said. "Then I did leave. Increasingly in this day and age, women will leave, especially when they perceive that there is different money for women and men."

While at American, she watched a man be promoted to associate professor after the promotion and tenure committee rationalized: "He's been so nice, such a good citizen." She challenged the committee, suggesting, "We need to ask ourselves if this is a standard we feel comfortable with."

Reduce bias against leave-takers

To encourage fairness toward those taking family leave:

- Create a category like the University of California's "active service, modified duties," where an employee still works full time. They don't teach, but they perform research and committee work. Women taking family leave can do two semesters of that, while men can do one. To prevent cheating, Williams strongly advises leave-takers must certify spending 20 hours a week on childcare.

- Eliminate the need to request a leave from a departmental chair. Requests made at a central location are more likely to receive more uniform treatment.

- Make it the department's responsibility to arrange coverage of teaching classes resulting from faculty taking family leave, by hiring an adjunct or shifting others' courses assignments. A leave-taker who must impose on colleagues to teach her courses will be affected for her whole career.

A list of Best Practices to Retain Women, statistics and Williams' new Gender Bias Bingo game are available at the Hastings WorkLife Law center's Web site: www.worklifelaw.org/ForAcademics.

—ELF

Contact Williams at williams@uchastings.edu

*'If
you don't have a
department that appeals
to women, you will limit your
talent pool and end up with
a lesser candidate.'*

Take Steps to Reduce Unconscious Bias in Hiring

Today when major symphony orchestras conduct auditions to fill open positions, candidates are required to audition behind a screen. The screen enables the review committee to hear each player but alleviates some of the bias that can creep into a hiring decision.

The player whose instrumental tone best matches the orchestra's sound is selected regardless of gender, ethnicity or age. Knowing that bias and assumptions find their way into any hiring decision, the use of the screen began when orchestras sought to diversify their ranks.

Dr. Jennifer Sheridan, executive and research director of the Women in Science and Engineering Leadership Institute (WISELI) at the University of Wisconsin-Madison, has studied the social origins and implications of occupational sex segregation. She spoke about the concepts of unconscious bias and assumptions and the impact they have on women as leaders at the 2009 Women and Leadership Symposium held at the UW in July.



Dr. Jennifer Sheridan

Housed in the College of Engineering, WISELI administers the UW's Sloan Foundation-funded ADVANCE grant, which aims to increase the number of women in careers in academic science, technology, engineering and mathematics. As a faculty-led research center, WISELI centralized all of the grant's activities and acts as a clearinghouse for similar grants.

Bias by another name

Unconscious bias goes by a lot of names. Psychologists refer to it as schemas or implicit associations. Sociologists call it statistical discrimination. Most of us know it as stereotyping.

"Unconscious bias and assumptions is the tendency of our minds to judge *individuals* based on characteristics (real or imagined) of *groups*," said Sheridan. "We use the terminology of unconscious bias because we want to emphasize the 'unconscious' part."

Unconscious bias and assumptions are neither negative nor positive. They actually play an important role in helping us manage information. Without them, we'd never move forward with anything, always having to question what something is used for, will it work or will it harm us.

We all have unconscious biases and assumptions. The key is to know that we have them and to avoid applying them when making decisions on hiring, promotion and awards.

When we first encounter a stranger, our minds create a list of expectations about that person. We ask ourselves, is she a potential friend or foe? Is her behavior age-appropriate?

Studies illustrate how this plays out. For example, when evaluators were shown photos of women and men who were actually the same height, the evaluators overestimated the heights of the men and underestimated those of women.

Photos of African American and white males and questions about athleticism linked the African Americans to higher athletic ability despite no quantifiable evidence

for it. And when asked to rate the quality of writing skills based on a short text, evaluators rated African Americans lower than whites, but rated women higher than men.

Sheridan recommends checking the Web site, <https://implicit.harvard.edu>, where online tests can help you measure the strength of your unconscious biases.

Gender bias

Other tests on that site can uncover the extent to which various leadership characteristics are seen as male while helper occupations are linked to females. "Our unconscious biases will more often link 'leadership' and 'men' than they will 'leadership and women,'" said Sheridan.

Why is leadership associated so strongly with men? One reason is due to prescriptive gender norms, which define how people *ought* to behave and thus add support to our assumptions.

Women are expected to be nurturing, communal, nice, supportive, helpful and sympathetic. Men, on the other hand, should be strong, decisive, assertive, tough, authoritative and independent. And most leadership characteristics overlap with men's prescriptive norms.

Women have a double problem with prescriptive norms. Not only do assumptions prevent us from getting the opportunity to lead, when we do achieve a leadership position, we may incur "penalties."

Women and men who exhibit one or more of the opposite gender's traits are seen as atypical. Strong, assertive women are called *bitches* while effeminate men are considered *gay* no matter what their true sexual orientation.

When evaluators have no concrete credentials on which to judge ability, research has shown that they will often default to the male candidate. This plays out not only at the point of entry into leadership positions, but also when women's leadership capabilities are evaluated for promotions and awards.

Confirmed by research

In a classic 1999 study of 238 academic psychologists, researchers Steinpreis, Anders and Ritzke uncovered unconscious bias in academic hiring. The trio, all faculty at the University of Wisconsin-Milwaukee, sent the psychologists identical curricula vita with either a female or male name at the top, as well as a set of questions. The CVs were grouped into two job categories, entry level and tenurable.

The psychologists were asked if they would hire the person based on the CV and were asked to return both the CV and the questionnaire with their answer. It probably comes as no surprise that the majority of psychologists wanted to hire the male candidate.

For the tenurable position, the researchers noticed that the raters wrote things in the margins of the CVs. There were four times as many written comments in the margins of the female CVs than on the male ones.

Many of the notes wanted more information to support the female candidate's claims. "Women held to higher 'confirmatory' standards than men, need more evidence of their skill to perform the job," explained Sheridan. Yet, when they were compared with other women, the candidates were seen as "good for a woman" and it was easier for them to hit the "minimum standard."

Also at play are examples of shifting standards of reference and redefining merit to justify discrimination. With shifting standards of reference, women are rated with other women and men with men. But when women and men were rated directly against each other in a task where men were expected to be strong, the raters expected less from the women.

In a 2005 study of candidates for the position of police chief, candidates were deemed either “streetwise” or “formally educated.” The hiring committee selected the male candidate more often by justifying the characteristic—streetwise or formal education—of the preferred candidate.

The process works in reverse. Looking at candidates for a women’s studies professor position, credentials were deemed either “activist” or “academic” and the hiring decision was justified using whichever of those two descriptors was held by the lead candidate.

As much as we’d like to point to male leaders and male hiring committees for our woes, there are instances where women don’t play nice. Sheridan pointed to evidence that women regularly apply their biases against other women and often do so more harshly.

A study of National Science Foundation grant proposals found that women rated the proposals lower than men did if a woman authored the proposal. More women than men are likely to hire a male for a traditionally male position.

Females are more likely to exclude a competent female from their group while welcoming a competent male. Self-promoting men are admired; self-promoting women are despised.

Another study to evaluate fictional assistant vice presidents for an engine product manufacturer discovered that since all the other AVPs were male, it was expected that the new hire also would be male. The candidates were rated under two conditions—performance clear and performance ambiguous—as well as for characteristics such as competence, personality, likeability and interpersonal hostility.

When the data indicated ambiguous performance, women were seen as less competent than men, but both men and women were seen as equally likeable. With clear performance examples, women and men were seen as equally competent, but women were seen as less likeable.

When information about communal qualities such as “caring and sensitive to employees” versus “worked hard to maximize employees’ contributions” or no information was added to the evaluation, the researchers found that female candidates who were seen as caring and sensitive were rated more likeable. Those who provided no information about how they worked with employees or who reported that they “worked hard to maximize employees’ contributions” were seen as less likeable.

What can we do?

Since we already know the deck remains stacked against women leaders, how can we improve our chances of moving up and pave the way for the next generation?

Sheridan noted that the research repeatedly finds that women have to provide evidence that they are both competent as a leader and likeable. Leaders must instruct com-

mittee members about unconscious bias and assumptions to avoid allowing them to play a role in hiring. We must understand our biases and try not to let them affect our decisions.

She recommended spending sufficient time in reviewing candidates’ CVs and work. “We rely on our assumptions more when we’re pressed for time,” she said. “That’s when a lot of the biases are going to be applied.”

Other recommendations: Get to know people as individuals and not as members of a group. African American students frequently complain that they’re seen as a spokesperson for an entire group when they’re the sole ethnic student in a class. Reach out individually to applicants from underrepresented groups.

Make sure you get to know young scholars in your field. Increasing the number of women and candidates of color in your applicant pool reduces the chances of unconscious bias creeping into your decision. “We always suggest that hiring committees be as diverse as possible,” said Sheridan.

Don’t rely too heavily on any one element of a candidate’s portfolio. Develop your evaluation criteria before interviewing any candidates and stick to the criteria when making the final decision. Occasionally review your evaluation decisions to ensure that the criteria are appropriate, bias-free and continue to guide the selection of appropriate candidates.

Because humans are very susceptible to images when applying biases, look at counter-examples. For example, images of Martin Luther King Jr. can reduce racial bias. The WISELI hiring brochure contains an image of strong, African American women. “It’s the counter-imaging that makes the difference in counteracting implicit bias,” she added.

If you’re a woman who wants to move up into higher leadership positions, Sheridan counsels you to positively highlight both your male/ agentic qualities and your female/communal qualities. Doing so will help you get hired and be liked when you’re in the position.

Watch out for shifting standards of reference and implied communality deficit. If your communality is not clearly defined, it’s assumed that the traits aren’t there. Allies can help reinforce specific traits in letters of recommendation. Make sure your good qualities are highlighted but avoid embellishments.

Beware of stereotype threats. As you walk the hall to the conference room for your interview, you may pass by a wall of photos of white males who’ve held position before you. Ignore the photos and focus on your strengths and capabilities.

Data can help neutralize the threats. Reading work on leadership qualities can help you change your own stereotypes about what constitutes a good leader and determine whether women make good leaders. ■

—MLS

Contact Sheridan at sheridan@engr.wisc.edu or 608.263.1445.

Check the Web site <https://implicit.harvard.edu> — where online tests can help you measure the strength of your unconscious biases.

*‘We
rely on our
assumptions more when
we’re pressed for time.
That’s when a lot of the
biases are going to be
applied.’*

WISELI Products and Resources

**“Advancing Women in Science & Engineering:
Advice to the Top.”**



Advancing Women in Science and Engineering:

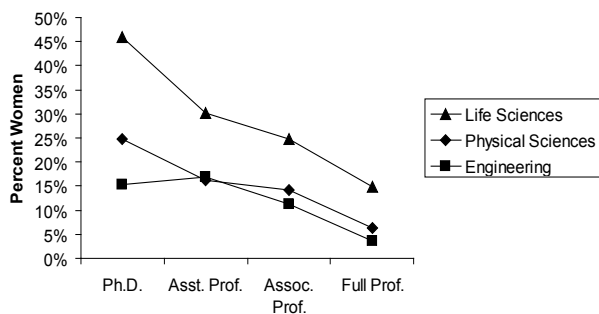
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Women have made substantial advances in the sciences, engineering, and medicine in the past 30 years. The number and proportion of women who receive bachelor's, master's, and doctoral degrees in science and engineering has grown substantially. Despite these advances, academic institutions are not fully utilizing the pool of women scientists they produce. The difference between the proportions of women who earn PhDs and those who hold faculty positions at top universities is clear (see below). The underrepresentation of women in faculty and leadership positions does not result from lack of talent or ability, but rather from unconscious bias or assumptions and from institutional structures, policies, practices, cultures, and climates that have differential influences on men and women faculty. Consequently, institutional change and increased awareness of the bias and assumptions women face can have a significant impact on the advancement of women in science, engineering, and medicine.¹

The power a leader can exert is an essential tool for influencing institutional change. That power alone can rarely dictate policy or actions, but a great leader can pave the way for other members of the academic community to develop and advance specific actions and policies. The environment into which these change agents introduce ideas will

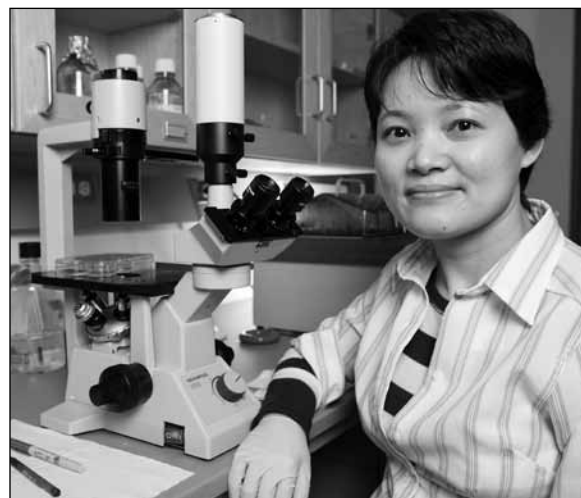


**Percent Female PhDs and Faculty
Top 50 Departments in Selected Disciplines²**

determine their success or failure. A campus leader can ensure success by carefully laying the groundwork. The following recommended actions aim to help leaders create a receptive environment so that committees, task forces, and other bodies of faculty and staff working to achieve gender equity can succeed.

TIP #1: LEARN ABOUT OUTSTANDING WOMEN ON YOUR CAMPUS

Meet with women students, scientific staff, and faculty members in diverse venues. Have monthly luncheons with small groups of women faculty, visit the labs and classrooms of women scientists, and consult women who may be left out of informal networks on issues of importance to the campus. Create your own opportunities for interaction by initiating new informal networks that are more likely to include women. Seek out women of color who may be even more isolated than white women.



TIP #2: LEARN FROM THE LOCAL EXPERTS ABOUT GENDER ISSUES

Identify ten women on your campus whose science you highly respect. Ask them for their insights into the most prevalent challenges facing women scientists on your campus. Ask them what is needed to redress the issues.

Attempt to hear from a diverse group of women, including those of different viewpoints, disciplines, age, and/or race.

TIP #3: REVIEW CAMPUS DATA ON EQUITY

Have your campus collect data on equity and study it. Ensure that pay, space, teaching assignments, desirable appointments, and other critical resources are fairly distributed. Make it well-known that you conduct such reviews and hold units accountable for addressing inequities.

TIP #4: STUDY WORK/LIFE ISSUES

Once the campus identifies ways to accommodate the interface between professional and personal life, champion one or more of the solutions. These might include:

- ❑ Personally oversee the design of campus childcare facilities, lactation rooms, or housing for students who are single mothers.
- ❑ Give a personal donation to a fund to support a new childcare facility on campus.
- ❑ Visibly support the right of women to have both careers and children by advocating policies for tenure clock extensions and parental leave.
- ❑ Ensure that mandatory meetings are not held outside of the hours during which childcare is available.
- ❑ Provide childcare at campus events.
- ❑ Make clear to your campus community that policies designed to alleviate the pressures differentially shouldered by women are not “special treatment” but create a better workplace for men as well as women.
- ❑ Assert that childbearing and caring for young children only last a few years and you invest in a lifelong career.
- ❑ Point out that women are not the only ones who take time away from work for personal commitments – most of us suffer some loss of time at work at some point in our careers due to death of family members, accidental injury, prostate cancer, heart disease and many other causes.



TIP #5: MAKE GENDER ISSUES VISIBLE

Insert issues of equity and inclusion into discussions of other topics; make it clear to your campus community that gender issues affect everything that happens on campus. Be prepared to deliver certain strong messages that are appropriate to the campus. In the right context, some of the messages that may need to be stated repeatedly, especially by men, might include:

- ❑ The current status of women is not acceptable.
- ❑ It is the responsibility of the entire campus community to solve the problem.
- ❑ The problem is not the women, it is the institution.
- ❑ The climate for women on campus is not as good as it is for men.
- ❑ Poor climate reduces productivity and creativity.
- ❑ Men are typically poor judges of the climate experienced by women.
- ❑ Diversity enhances the value of any institution by increasing creativity and problem-solving.

- ❑ Hiring more women does not mean sacrificing quality.
- ❑ Society and our universities need women who combine outstanding science and family life.
- ❑ Unconscious biases and assumptions are universal and need to be countered in all evaluations of women.
- ❑ The campus has a zero tolerance for illegal actions such as sexual harassment, discrimination, and retaliation against those who raise these issues.

Study the research that supports each of these assertions and use the data to convince colleagues that in an evidence-driven decision-making environment, you must address areas in which the evidence indicates that the university could improve to better serve all members of the community.

TIP #6: INCREASE THE VISIBILITY OF OUTSTANDING WOMEN SCIENTISTS

Use opportunities in speeches, interactions with the press, and discussions with other faculty to highlight the accomplishments of women scientists. Appoint women to important committees and positions. Ensure that your campus press covers women's accomplishments. Research shows that people respond more negatively to self-promotion by women than by men, so you may need to work harder to find out about women's accomplishments. Keep a list of women faculty handy with notes about their specialties so that you are ready with suggestions when asked about nominations or appointments. Support the promotion of women to positions of power and prestige by ensuring that women are presented as leaders, scientists, researchers, and powerful intellects – not exclusively as students, followers, teachers, nurturers, and nice people. This helps avoid reinforcing implicit assumptions that men occupy positions of high authority while women occupy subordinate positions.



TIP #7: SUPPORT COMMITTEES AND TASK FORCES

Committees or task forces charged with addressing gender equity will likely initiate most of the institutional change on your campus. Maximize their effectiveness by staying in close contact with them, providing resources, supporting proposed initiatives, and taking ownership of their recommendations. Use these bodies to generate strategies and solutions, but don't expect them to take the lead on implementation. Give credit to the task forces for the ideas to show that the recommendations are from the community, not top-down mandates. Give this credit broadly to groups and committees, not just to their chairs, thus enfranchising all contributors in the process. Then take full ownership of implementing the recommended changes, while continuing to remind the community that these are not your ideas, but that you are fully supportive of them. For initiatives that are managed centrally, provide leadership from the highest offices of the university to signal to the community that you consider these initiatives important.

TIP #8: ASK HARD QUESTIONS AND TAKE TOUGH STANDS

Regularly question the people who report to you and expect them to provide concrete answers. These include:

- ❑ Which women in your unit are most likely to be recruited elsewhere?
- ❑ What are you doing to preempt such losses?
- ❑ What mechanisms do you use to ensure equitable distribution of resources?
- ❑ How do you ensure that searches to fill new positions are broad and inclusive?
- ❑ What have you done to recruit more women to your faculty?

Be ready to take hard positions if the answers are unacceptable. Get the community's attention and let them know that gender equity is a priority by terminating searches that do not generate short lists that reflect the composition of the national pool, or refuse positions or resources to departments that have poor climates and retention records for women.



TIP #9: INCORPORATE GENDER EQUITY IN CAMPUS PLANNING

Explicitly make gender equity issues a basis on which to evaluate those who report to you. Hold your subordinates accountable for decisions that affect gender equity. Make gender equity part of the value statement and strategic plan for your university. Ensure that those who participate in gender equity efforts receive recognition and reinforcement for their work.

TIP #10: BE RECEPTIVE WHEN PRESENTED WITH GENDER ISSUES

Make it known that you are open to hearing directly from people concerned about gender issues. Respond and take action, if necessary. Even if you don't believe an allegation or agree with a conclusion about bias, show respect for the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retribution to those of a minority view or class.



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WISELI Research/Evaluation Report:

Pribbenow, Christine Maidl and Jessica Winchell.
January 6, 2009. “Formative Review of WISELI's
*Searching for Excellence and Diversity: A Workshop
for Search Committees.*”

Formative Review of WISELI's *Searching for Excellence and Diversity:* *A Workshop for Search Committees*

Christine Maidl Pribbenow and Jessica K. Winchell
January 6, 2009

This report documents data gathered from post-workshop surveys conducted between Fall 2004 and Spring 2008, and a focus group conducted in July 2008 with three former workshop attendees. It is intended to provide WISELI staff—specifically, Eve Fine and Jennifer Sheridan—with information for mid-point changes to the WISELI workshop series that is offered both on-campus and off.

Data Collection

Post-workshop Surveys are conducted with each of the participants who attend the workshop series. Since Fall of 2004, approximately 410 people have responded to the survey; around 250 participated in workshops based at UW-Madison, and approximately 160 were from off-campus workshops. These surveys are conducted electronically after the final session of the workshop series and the results have been reported to the WISELI staff as individual stand-alone reports. The data presented here are averages of key questions asked of the participants from all of the workshops.

Focus Group Interviews were conducted with participants in the workshop series. The names of potential participants were randomly drawn from all of the attendees and a sample was invited to participate. Approximately ten individuals replied back and were unable to attend. Ultimately, three participants attended; 2 male and 1 female, representing CALS, L&S, and one of the Professional Schools (Vet/Pharm/Med). The focus group was planned with five participants but two were unable to attend due to emergencies that occurred on the scheduled date. The focus group questions and responses were taped, transcribed and analyzed (using ATLAS.ti) to identify common themes and suggestions for the workshop developers.

Results

The results are broken into three sections found below: *Satisfaction with and Value of the Workshops*, *Impact of Workshops*, and *Suggestions*.

Satisfaction with and Value of the Workshops

The participants rated the workshop series highly, with both on and off-campus participants responding equally positive to the question: *Please provide an overall rating for this session*. The respondents used a three-point scale to respond to this question (1= *Not at all Useful*, 2= *Somewhat Useful*, 3= *Very Useful*). For all participants, the average was 2.64 (n=406). On-campus participants averaged 2.63 on this question (n=247) while the off-campus average was 2.65 for this question (n=159).

When asked if they would recommend the workshop to others, 94% of the participants said “yes” (n=397). On-campus participants said, “yes” slightly more often (95.5%, n=242) than off-campus participants (91.7%, n=155).

The focus group participants gave voice to their satisfaction through their responses to various questions. Responses to questions about their satisfaction with the workshop series included:

I thought it was worth it.

I was pleased that I got some things out of it that seemed to be useful...I was pleased when I walked out that I had something concrete.

All three of the focus group participants agreed that having something “concrete” was very valuable. In particular, they appreciated the discussion about the unconscious biases and assumptions. Karen notes:

I thought the sharing of the information by people who have researched [bias]...and presented the data and summarized the data was excellent. I learned a lot about that.

This particular section, entitled Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence, is consistently the highest rated portion of the workshop series. In the post-workshop surveys, the respondents used a three-point scale to evaluate each component: 1=*Not at all Valuable*, 2=*Somewhat Valuable*, 3=*Very Valuable*. The average ratings for each of the sections are found in Table 1. The sections are also ranked ordered from the most valuable, according to the respondents, to the lowest.

	Mean
Raise Awareness of Unconscious Assumptions and their Influence	2.70
Ensure a Fair and Thorough Review of Candidates	2.63
Develop and Implement an Effective Interview Process	2.61
Run an Effective and Efficient Search Committee	2.60
Actively Recruit a Diverse and Excellent Pool	2.59
Introduction	2.49
Close the Deal Successfully	2.44

Table 1. Rank-ordered average ratings of workshop components, for *all* post-workshop survey respondents (n=396).

On-campus workshop participants differed slightly in their views of various components of the workshops, as compared to off-campus workshop participants. Table 2 and Table 3 indicate the differences in rank ordered components and averages for each.

	Mean
Raise Awareness of Unconscious Assumptions and their Influence	2.74
Ensure a Fair and Thorough Review of Candidates	2.64
Develop and Implement an Effective Interview Process	2.63
Run an Effective and Efficient Search Committee	2.62
Actively Recruit a Diverse and Excellent Pool	2.57
Introduction	2.57
Close the Deal Successfully	2.41

Table 2. Rank-ordered average ratings of workshop components, for *on-campus* post-workshop survey respondents, n=254.

	Mean
Raise Awareness of Unconscious Assumptions and their Influence	2.65
Actively Recruit a Diverse and Excellent Pool	2.63
Ensure a Fair and Thorough Review of Candidates	2.61
Develop and Implement an Effective Interview Process	2.59
Run an Effective and Efficient Search Committee	2.58
Close the Deal Successfully	2.45
Introduction	2.37

Table 3. Rank-ordered average ratings of workshop components, for *off-campus* post-workshop survey respondents, n=163.

Despite minor differences in average ratings and rankings, both groups found the section entitled Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence to be most valuable. In fact, 96.7% of on-campus participants and 96.8% of off-campus participants rated it as *Somewhat Valuable* or *Very Valuable*.

Impact of Workshops

The focus group was intended to offer former participants an opportunity to describe how they have used the information gained in the workshop while participating on or serving as chair of a search committee. Despite the low number of participants, all three had valuable experiences serving as the chair of their respective search committees and two are currently serving as department chairs. As such, they have unique perspectives about search committees and departmental structures when hiring faculty.

Two of the focus group participants thought that the workshops helped them to either diversify the pool or to interview people whom they would not normally have interviewed. In general, the participants agreed that they were more careful when reviewing CVs. In particular, one noted that the workshop helped the committee to, “be more open-minded in searching for faculty” and that some of the faculty on the committee talked about “diversity for diversity’s sake” as a goal for their department. This participant specifically noted diversity as race, gender, ethnic background, and research interests. She notes that the department, “recalibrated how they read CVs” because of the workshops.

Specific activities the participants did included recruiting in different journals, creating more welcoming environments, and sharing information with their committees. The participants especially noted the usefulness of the brochure and the data about biases and assumptions. They wondered about the “damage” that particular faculty members can have on searches and in the interviewing process when some of these biases surface. The participants noted that they continue to struggle with particular issues, especially domestic partners and benefits and also, dual-career hiring.

Ultimately, the participants had a difficult time attributing the hiring of faculty directly to participating in the workshops. According to one participant, the WISELI workshops could have played either a “very small role or maybe not that small” but there are “too many variables to say what influenced what.”

Suggestions

In general, the participants felt very positively about the workshops and noted that department chairs should have to attend, as well. In regards to hiring, the Chair is responsible for “closing the

deal” and in some cases, mishandling negotiations. If department chairs do not attend all of the sessions, the participants thought that they should attend the final session. Regardless, more time needs to be spent on “closing the deal” in the final workshop session.

The participants also suggested using web-based technology to videotape particular sections of the workshops to be played to the committee as a whole. These “mini-lectures” may be more effective than having the attendees report back to the group. Perhaps the workshop could be distilled into a short handout with best practices on interviewing, especially the one-on-one meetings between candidates and individual faculty, as well as how to recognize and address bias.

In regards to topics, as department chairs and search committee members, they felt that they needed more guidance to deal with the “bind” of dual-career hiring and how to work with other department chairs/deans from other schools to help find a spouse/partner a position. They noted that they are continually challenged in recruiting minority candidates and that a targeted session about writing PVL’s would be valuable. Lastly, they continue to struggle with the hundreds of applications they receive while acknowledging the careful review needed of each.

WISELI Research/Evaluation Report:

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Agricultural and Life Sciences Fall 2008."

SEARCHING FOR EXCELLENCE AND DIVERSITY:
EVALUATION OF THE WORKSHOPS PRESENTED TO
COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
FALL 2008

Submitted to:

Eve Fine
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March 11, 2009

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

Out of 12 invitees, 6 people responded to this survey for a response rate of 50%.

Title/Role on campus	%
Faculty	67%
Department Chair	33%

Role on Search Committee	%
Member of Search Committee	33%
Search Committee Chair	33%
Other	33%

The source that informed them of the workshop offering	%
Dean	33%
Search Committee Chair	33%
Attendance was required	17%
No response	17%

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants, altered in some cases to remove identifying information.)

Overall rating of workshop	%
Very Useful	4 (67%)
Somewhat Useful	2 (33%)
Not at all Useful	0 (0%)

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Introduction	0 (0%)	3 (50%)	2 (33%)	1 (17%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Running an Effective and Efficient Search Committee	0 (0%)	1 (17%)	4 (67%)	1 (17%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Actively Recruiting an Excellent and Diverse Pool of Candidates	0 (0%)	0 (0%)	5 (83%)	1 (17%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and Their Influence	1 (17%)	0 (0%)	4 (67%)	1 (17%)

- This wasn't valuable because I have taught the literature on which the presentation was based.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Ensuring a Fair and Thorough Review of Candidates	0 (0%)	0 (0%)	5 (83%)	1 (17%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Introduction	0 (0%)	4 (80%)	0 (0%)	1 (20%)

- I give this a 2 because as cogent as the remarks were, they were ironically full of stereotypes about groups of people and departments. Well done though if you accept the axioms and presuppositions.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Small Group Discussion of Your Efforts to Recruit an Excellent and Diverse Pool of Candidates	0 (0%)	5 (83%)	1 (17%)	0 (0%)

- Good ideas from Dan Scheiffer.
- It was useful, and the guy I talked to gave me some insight into hiring in fields far beyond my own.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Small Group Discussion of Your Evaluation of Candidates	0 (0%)	4 (67%)	1 (17%)	1 (17%)

- It was hard to find a common theme across all the departments.
- Same as above. [previous response: It was useful, and the guy I talked to gave me some insight into hiring in fields far beyond my own.]
- This component was the most spontaneous of the various workshop components and the most helpful.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Questions and Answers about Dual Career Couples Program and Other Aspects of Interviewing Finalists	0 (0%)	2 (33%)	4 (67%)	0 (0%)

- I knew a lot of this from my role as department chair. I thought it was a really good idea to have her there. I knew a lot of this from my role as department chair. I thought it was a really good idea to have her there.

- Again, useful if you accept the presuppositions, which I do not.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Developing and Implementing an Effective Interview Process	1 (17%)	1 (17%)	2 (33%)	2 (33%)

- Very important to have Luis present. In particular his ability to bring home the message that awful things are still said and done, no matter how much people believe that we are past that.
- Seemed like a recitation of suggestions any academic these days could do off the top of her head.
- I gained direction from Luis's answers.

III. OUTCOMES: GAINED KNOWLEDGE AND RESOURCES THAT PARTICIPANTS WILL APPLY IN THEIR ROLE ON A SEARCH COMMITTEE

- [1] Better awareness of our unconscious biases and ways to deal with them.
- [1] New strategies for widening the search. [2] Ideas about how to evaluate the success of recruitment. [3] Reminders about some of the details.
- [1] Policies/legal concerns; [2] attracting a diverse applicant pool; [3] evaluating applicants.
- 1) The array of steps we can take to broaden our applicant pool. 2) How to deal with surprises that arise in the recruitment process.
- I did find this workshop more interesting than I expected it to be, particularly in gaining insights into problems in fields other than my own. But with respect to the Humanities, the world the presenters assumed existed vanished long ago.
- [1] Knowledge of unconscious biases. [2] Instruction of all interviewers regarding inappropriate questions. [3] Many helpful lists in the Search Handbook.

IV. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. Improving the workshop experience (5 responses)

- The 2nd session was less useful, not sure why.
- Perhaps more concrete examples of how to achieve a diverse pool when you have a really specific target.
- N/A
- Go through all of your materials and remove everything that assumes false consciousness on the part of attendees: it is insulting and a little cultish. Many of us have been dealing with these issues since the beginning of our careers. It also seemed terribly out of date, as though we were trying to remedy the 70's, though admittedly the problems in other fields may not be the same as my own.
- The emphasis on diversity is important, but perhaps a bit over-emphasized since the workshop is advertised for search committees, in general. The PVL, advertising, screening, interviewing and making the choice are important elements, too.

B. Topics that participants hoped would be covered in the workshop, yet were not (3 responses)

- Organizational strategies for dividing some of the work that search committees go through – I think some of this was covered but I tend to forget.
- N/A
- The importance of intellectual diversity, the absence of interest in which is related to the cultish attitudes and presuppositions mentioned above. The issue of intellectual diversity is often taken to be a fallback point for retrograde conservatives, but as a man of the left I worry that the humanities risks irrelevance if we only hire people like ourselves.

C. Would you recommend this workshop to others?

83% percent of survey respondents reported they would recommend the workshop to others. Their comments regarding this question follow:

- I found it useful, especially the 1st session.
- It has so many practical tips for a fair and successful search (from legal to web resources).
- Diversity aspect.
- Although I was familiar with many of the issues, which formed the basis of the two sessions, there were still issues that were brought more fully into my consciousness. Some people may have my background and will still benefit. Others will have less background and are sure to benefit.
- The discussion with other faculty members and campus resource persons will inevitably be educational.

17% percent of respondents reported they would *not* recommend the workshop to others citing the following reason:

- If you are cursed with a curious mind, you will find this workshop an illuminating introduction to other disciplines and mindsets. I did. But it was full of the very things it was set up to prevent: stereotypical depictions of individuals and groups, questionable axioms and presuppositions, the assumption of a privileged point of view.

V. GENERAL COMMENTS

- Session one is dynamite – so many things that help you get started. I'm not sure how to strengthen session two. It seems less concrete, perhaps because experiences diverge so much depending on the size of the applicant pool.
- Just being honest here, what this workshop needs to have credibility is an engagement with other points of view, an anticipation of possible objections, a willingness to engage in debate over its presuppositions. It seemed a bit frozen in time. My own view is that a workshop devoted to the hiring process in general would be much more useful than one devoted to a problem that in many fields either doesn't exist or is not addressable by a therapeutic approach to attitudes. I know of no one in the Humanities who thinks well of these exercises, except perhaps as a means of tormenting the afflicted. What we need is an environment in which these issues can be debated at length and civilly.

APPENDIX I. SURVEY INSTRUMENT

Searching for Excellence and Diversity: A Workshop for Search Committees

1

Your title or role on campus:

2

Your role on the search committee or in the search process:

3

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 2 3 Didn't Attend
Not at all Valuable Somewhat Valuable Very Valuable

Session 1: Introduction (With remarks from Irwin Goldman and Eve Fine)

1

2

3

Comments:

Session 1: Running an Effective and Efficient Search Committee
(Presented by Eve Fine)

1

2

3

Comments:

Session 1: Actively Recruiting an Excellent and Diverse Pool of Candidates (Presented by Eve Fine)

1

2

3

Comments:

Session 1: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence (Presented by Leann Tigges)

1

2

3

Comments:

Session 1: Ensuring a Fair and Thorough Review of Candidates (Presented by Eve Fine)

1

2

3

Comments:

Session 2: Introduction (With remarks from Leann Tigges)

1

2

3

Comments:

Session 2: Small Group Discussion of Your Efforts to Recruit an Excellent and Diverse Pool of Candidates

1

2

3

Comments:

Session 2: Small Group Discussion of Your Evaluation of Candidates

1

2

3

Comments:

Session 2: Questions and Answers about Dual Career Couples Program and Other Aspects of Interviewing Finalists (Presented by Laurie Mayberry)

1

2

3

Comments:

Session 2: Developing and Implementing an Effective Interview Process (Presented by Luis Piñero)

1

2

3

Comments:

4

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:

5

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

6

What topics did you hope would be covered in this workshop, yet were not?

7

Please provide an overall rating for this session.

<input type="radio"/>	Not at all Useful	<input type="radio"/>	Somewhat Useful	<input type="radio"/>	Very Useful
-----------------------	-------------------	-----------------------	-----------------	-----------------------	-------------

1

2

3

8

How did you hear about this workshop?

9

Would you recommend this workshop to others?

YES

NO

Why or why not?

10

Any other comments?

Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISELI's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!



WISELI Research/Evaluation Report:

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the College of Letters & Science Fall 2008."

SEARCHING FOR EXCELLENCE AND DIVERSITY:
EVALUATION OF THE WORKSHOPS PRESENTED TO
THE COLLEGE OF LETTERS & SCIENCE
FALL 2008

Submitted to:

Eve Fine
Researcher and Workshop Coordinator, WISELI

Submitted by:

Jessica Winchell
Evaluator, WISELI

March 11, 2009

Preparation of this document was made possible by grants from the National Science Foundation (NSF #0619979). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

Out of 19 invitees, 12 people responded to this survey for a response rate of 63%.

Title/Role on campus	%
Faculty	83%
Other	17%

Role on Search Committee	%
Committee Member	33%
Committee Chair/Head	33%
Administrative	17%
Other	17%

The source that informed them of the workshop offering	%
Department/ Department Chair	20%
Search Committee Chair	10%
Email/Invitation	50%
WISELI	20%

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants, altered in some cases to remove identifying information.)

Overall rating of workshop	%
Not at all Valuable	0%
Somewhat Valuable	73%
Very Valuable	27%

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Introduction	0 (0%)	7 (58%)	2 (17%)	3 (25%)

- This was good review of things I already knew.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Running an Effective and Efficient Search Committee	0 (0%)	5 (42%)	4 (33%)	3 (25%)

- This had some level of detail that I wanted, including info in the handbook about open meeting laws, etc. Nuts and bolts.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Actively Recruiting an Excellent and Diverse Pool of Applicants	0 (0%)	5 (42%)	4 (33%)	3 (25%)

- A good review of things I knew.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence	0 (0%)	5 (42%)	4 (33%)	3 (25%)

- A good reminder of issues that different people have, and it gave me ideas of how to bring this up with the committee--reminded me to explore our hidden assumptions

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Ensuring a Fair and Thorough Review of Candidates	0 (0%)	5 (42%)	3 (25%)	4 (33%)

- I don't remember this part. Sorry. [Respondent indicated "didn't attend"]

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Introduction	0 (0%)	8 (67%)	3 (25%)	1 (8%)

- It was good to not have included too much here and to move quickly to the groups.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Small Group Discussion of Your Efforts to Recruit an Excellent and Diverse Pool of Candidates	2 (17%)	2 (17%)	7 (58%)	1 (8%)

- Not terribly useful for my field, since there are much larger pipeline issues in terms of minorities & gender balance is if anything skewed feminine, but probably helpful in fields with more "normal" distributions.
- Interesting discussion--helps give a big picture of what's going on across the university.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Small Group Discussion of Your Evaluation of Candidates	1 (8%)	6 (50%)	4 (33%)	1 (8%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Developing and Implementing an Effective Interview Process	0 (0%)	6 (50%)	4 (33%)	2 (17%)

- I had no idea applicants still faced such discrimination (gender & racial) in other fields! Made me more sensitive to related concerns/experiences of applicants generally.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Question and Answer About Dual Career Couples Program and Other Aspects of Interviewing Finalists	1 (8.3%)	2 (17%)	6 (50%)	3 (25%)

- This is the part where there should be more information to all search committees.
- Very valuable. A huge issue in my field (and for retention within my department).

III. OUTCOMES: GAINED KNOWLEDGE AND RESOURCES THAT PARTICIPANTS WILL APPLY IN THEIR ROLE ON A SEARCH COMMITTEE

- [1] Awareness.
- [1] More understanding of university policy and resources. [2] Familiarity with how other departments and fields run their searches to see how we might improve ours.
- [1] Plan carefully all stages of search both for the search committee and for participants of formal and informal gatherings. [2] Awareness that all job applicants should form a favorable impression of UW.
- [1] Discussing the research on biases. [2] Discussing the Dual Career Program. [3] Sharing tips with other faculty.
- [1] One important lesson was that how the position is defined (in particular, broadly vs. narrowly) can have implications for the diversity of candidates who apply and are invited for interviews.
- [1] I wouldn't have thought to have our search committee explicitly discuss our assumptions and explore potential hidden biases. [2] I wouldn't have known how to follow the open meeting laws.
- [1] Differences in recruitment practices between the sciences and the humanities. [2] Better understanding of spousal hiring. [3] Allowing candidate to talk to Dean alone.
- [1] The importance of building consensus among all, including junior faculty members and graduate students.

IV. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. Improving the workshop experience (6 responses)

- Seems OK, discussions were the best part.
- Would be good to cover everything in a day/two days at the start of the semester since many of us were already done searching by the second workshop.
- At session 1, the attendees were about 80% [non-white male], and still the standard speech about "diversity is not the responsibility of the diverse" was given to us! The time could have been more appropriately spent to discuss why it is that the men aren't actually attending these sessions – there were at least a half dozen male no-shows. Much of the [first] session felt geared to the folks not in the room. Distribution was better in session 2.
- Include a dean/assistant/associate in each workshop. Their experience may be useful to the participants, just as participation is beneficial to deans.
- The workshops came too late. The first one came after we already had our ads out, and I might have done it differently. The second workshop came on a day when we already had a candidate in. So it was too late for making some different plans.
- More information about Target of Opportunity hiring.

B. Topics that participants hoped would be covered in the workshop, yet were not (2 responses)

- N/A
- See #5 [Response to #5: More information about Target of Opportunity hiring.]

C. Would you recommend this workshop to others?

92% percent (11 of 12) of survey respondents reported they would recommend the workshop to others. Their comments as to why or why not follow:

- We don't have a choice, and I did learn some things...
- If offered earlier in the semester. Good for networking generally, although that's not the main intent.
- Even for people who think a lot about these issues, there is always more to learn. And many people don't think about these issues much or at all.
- First time search committee members or chairs would benefit from the information and the book you receive
- I was attending on behalf of the faculty, however, they should have attended to better internalize the concepts.

The remaining survey respondent (8%) indicated that their decision to recommend the workshop would be contingent on the experience level of the person to whom the recommendation is being made.

- Yes or No. This is my third time in a search committee. Many of us are already familiar with the process. For those who are new, this is certainly recommended.

V. GENERAL COMMENTS

- I attended this workshop a number of years ago and see that with experience and research into diversity issues, it is getting better all the time. Glad I attended.
- It would be more popular if it was only one session instead of two – especially at the end of the semester when everyone is so busy trying to close-out the semester.

APPENDIX I. SURVEY INSTRUMENT

Searching for Excellence and Diversity: A Workshop for Search Committees

1

Your title or role on campus:

2

Your role on the search committee or in the search process:

3

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 2 3
Not at all Valuable Somewhat Valuable Very Valuable Didn't Attend

Session 1: Introduction (With remarks from Molly Carnes)

☐ 1 ☐ 2 ☐ 3 ☐

Comments:

Session 1: Running an Effective and Efficient Search Committee
(Presented by Eve Fine)

☐ 1 ☐ 2 ☐ 3 ☐

Comments:

Session 1: Actively Recruiting an Excellent and Diverse Pool of Candidates (Presented by Molly Carnes and Eve Fine)

Comments:

Session 1: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence (Presented by Molly Carnes)

Comments:

Session 1: Ensuring a Fair and Thorough Review of Candidates (Presented by Molly Carnes)

Comments:

Session 2: Introduction (With remarks from Eve Fine)

Comments:

Session 2: Small Group Discussion of Your Efforts to Recruit an Excellent and Diverse Pool of Candidates

1

2

3

Comments:

Session 2: Small Group Discussion of Your Evaluation of Candidates

1

2

3

Comments:

Session 2: Developing and Implementing an Effective Interview Process (Presented by Luis Piñero)

1

2

3

Comments:

Session 2: Questions and Answers about Dual Career Couples Program and Other Aspects of Interviewing Finalists (Presented by Laurie Mayberry)

1

2

3

Comments:

4

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:

5

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

6

What topics did you hope would be covered in this workshop, yet were not?

7

Please provide an overall rating for this session.

Not at all Useful

Somewhat Useful

Very Useful

1

2

3

8

How did you hear about this workshop?

9

Would you recommend this workshop to others?

YES

NO

Why or why not?

10

Any other comments?

Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISEL's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!



WISELI Research/Evaluation Report:

Winchell, Jessica. March 11, 2009. "Searching for Excellence and Diversity: Evaluation of the Workshop Presented Across the UW-Madison Schools and Colleges Fall 2008."

SEARCHING FOR EXCELLENCE AND DIVERSITY:
EVALUATION OF THE WORKSHOP PRESENTED
ACROSS THE UW-MADISON SCHOOLS AND COLLEGES
FALL 2008

Submitted to:

Eve Fine
Researcher and Workshop Coordinator, WISELI

Submitted by:

Jessica Winchell
Evaluator, WISELI

March 11, 2009

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

Out of 7 invitees, 3 people responded to this survey for a response rate of 43%.

Title/Role on campus	%
Faculty	67%
Other	33%

Role on Search Committee	%
Member of Search Committee	67%
Supports Search Committee	33%

First Session Attendance	%
Thursday, October 2, 2008	0%
Friday, October 17, 2008	100%
Didn't Attend First Session	0%

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants, altered in some cases to remove identifying information.)

Overall rating of workshop	%
Not at all Useful	0 (0%)
Somewhat Useful	0 (0%)
Very Useful	3 (100%)

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Introduction	0 (0%)	1 (33%)	2 (67%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Running an Effective and Efficient Search Committee	0 (0%)	1 (33%)	2 (67%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Actively Recruiting an Excellent and Diverse Pool of Candidates	0 (0%)	2 (67%)	1 (33%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and Their Influence	0 (0%)	0 (0%)	3 (100%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session I: Ensuring a Fair and Thorough Review of Candidates	0 (0%)	0 (0%)	3 (100%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Discussing/Reviewing Your Efforts to Recruit an Excellent and Diverse Pool of Candidates	0 (0%)	2 (67%)	1 (33%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Discussing Your Committee's Evaluation of Candidates	0 (0%)	2 (67%)	1 (33%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Developing and Implementing an Effective Interview Process	0 (0%)	0 (0%)	3 (100%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Session II: Questions and Answers About the Dual Career Couples Program	0 (0%)	0 (0%)	3 (100%)	0 (0%)

No comments.

III. OUTCOMES: GAINED KNOWLEDGE AND RESOURCES THAT PARTICIPANTS WILL APPLY IN THEIR ROLE ON A SEARCH COMMITTEE

- Try to institute policies of evaluation that are subjective and free of bias

IV. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. Improving the workshop experience (2 responses)

- More attendees = better discussion
- The only thing I can think of is the "impossible"...i.e., to improve the budgets so that hiring is a more common possibility, and to increase the pool of women and minority PhDs in my particular engineering discipline who are interested in an academic career. Other than that...we'll just keep trying!

B. Topics that participants hoped would be covered in the workshop, yet were not (2 responses)

- None.
- Didn't come with any preconceived expectations.

C. Would you recommend this workshop to others?

100 percent of survey respondents reported they would recommend the workshop to others. Their comments regarding this question follow:

- The helpful resources and the helpful way one gains of looking at issues of diversity and built-in biases.
- [1] The handbook and its hints/suggestions; [2] The info re: dual couples resources by Laurie Mayberry; [3] The suggestion by Naomi Chesler to generally support women and minorities at technical conferences, even if not specifically targeted at recruiting to UW.

V. GENERAL COMMENTS

- Thank you.

APPENDIX I. SURVEY INSTRUMENT

Searching for Excellence and Diversity: A Workshop for Search Committees

1

I attended the first session on:

- ☐ Thursday, October 2
- ☐ Friday, October 17
- ☐ Didn't attend a first session

2

Your title or role on campus:

3

Your role on the search committee or in the search process:

4

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 2 3 Didn't Attend
Not at all Valuable Somewhat Valuable Very Valuable

Session 1: Introduction (remarks from Amy Wendt)

☐ 1 ☐ 2 ☐ 3 ☐

Comments:

Session 1: Running an effective and efficient search committee
(presented by Eve Fine)

1

2

3

Comments:

Session 1: Actively recruiting an excellent and diverse pool of
candidates (presented by Eve Fine)

1

2

3

Comments:

Session 1: Evaluating the pool of applicants: Raising awareness of
unconscious assumptions and their influence (presented by Amy
Wendt)

1

2

3

Comments:

Session 1: Ensuring a fair and thorough review of candidates
(presented by Eve Fine)

1

2

3

Comments:

Session 2: Discussing/reviewing your efforts to recruit an excellent and diverse pool of candidates (discussion led by Eve Fine)

Comments:

Session 2: Discussing your committee's evaluation of candidates (discussion led by Eve Fine)

Comments:

Session 2: Developing and implementing an effective interview process (presented by Eve Fine)

Comments:

Session 2: Questions and answers about Dual Career Couples program (presented by Laurie Mayberry)

Comments:

5

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:

6

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

7

What topics did you hope would be covered in this workshop, yet were not?

8

Please comment on the workshop format. Specifically, was it beneficial to attend two workshop sessions as opposed to a single session? Why or why not?

9

Please provide an overall rating for this session.

Not at all Useful	Somewhat Useful	Very Useful
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10

Would you recommend this workshop to others?

☐ YES ☐ NO

Why or why not?

11

Any other comments?

Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISELI's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!



WISELI Research/Evaluation Report:

Winchell, Jessica. March 11, 2009. “Searching for Excellence and Diversity: Evaluation of the Workshop Presented to the School of Medicine and Public Health November 7, 2008.”

SEARCHING FOR EXCELLENCE AND DIVERSITY:
EVALUATION OF THE WORKSHOP PRESENTED TO
THE SCHOOL OF MEDICINE AND PUBLIC HEALTH
NOVEMBER 7, 2008

Submitted to:

Eve Fine
Researcher and Workshop Coordinator, WISELI

Submitted by:

Jessica Winchell
Evaluator, WISELI

March 11, 2009

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

Out of 21 invitees, 10 people responded to this survey for a response rate of 48%.

(Note: Percentages may not sum to 100% because of rounding error.)

Title/Role on campus	%
Faculty	10%
Staff	90%

Role on Search Committee	%
Member of a Search Committee	50%
Supports Search Committee	30%
Other/No response	20%

The source that informed them of the workshop offering	%
Administrator/HR	38%
Email	50%
Dean's Office	13%

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants, altered in some cases to remove identifying information.)

Overall rating of workshop	%
Not at all Useful	1 (11%)
Somewhat Useful	2 (22%)
Very Useful	6 (67%)

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Introduction	1 (10%)	4 (40%)	5 (50%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Running an Effective and Efficient Search Committee	1 (10%)	1 (10%)	8 (80%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Actively Recruiting an Excellent and Diverse Pool of Candidates	1 (10%)	2 (20%)	7 (70%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Evaluating the Pool of Applicants	1 (10%)	1 (10%)	8 (80%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Ensuring a Fair and Thorough Review of Candidates	1 (10%)	1 (10%)	8 (80%)	0 (0%)

No comments.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend
Developing and Implementing an Effective Interview Process	1 (11%)	1 (11%)	7 (78%)	0 (0%)

- I thought this section was very well presented. Luis did a good job of stating the relevancy of process and how it relates to perceptions of the University.

III. OUTCOMES: GAINED KNOWLEDGE AND RESOURCES THAT PARTICIPANTS WILL APPLY IN THEIR ROLE ON A SEARCH COMMITTEE

- [1] Who to recruit a diverse pool; [2] how to assess pool w/ [out] bias.
- [1] Try to be non-biased.
- [1] The workshop was a good resource for learning about new initiatives for faculty recruitment.
- 1) Strategy for setting committee workload and goal. 2) The need to push for objectivity even with reasonable people. 3) Importance of perception in hiring practices.
- [1] Diversity dinners. [2] Always be recruiting. [3] Decide on what your role is and what is expected of you before interviewing. Make sure everyone is on the same page of what they want the outcome to be.
- 1. Search committee processes. 2. Info to legally be contained in the search process. 3. Posting requirements.
- 1. Resources available to me including the handouts. 2. Explanation/discussion of relevant research. 3. Importance of identifying ground rules ahead of time.

IV. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. Improving the workshop experience (3 responses)

- I think it was a good workshop – maybe more time for interaction within the small groups.
- I thought that the workshop was well organized and moved a very quick pace. You had enough time to gather ideas and information, but not enough time to get bored.
- Perhaps more information on how we can target minority recruits (proven resources, etc.).

B. Topics that participants hoped would be covered in the workshop, yet were not (5 responses)

- What to do with questions from the search committee members with applicant questions related to their visa status. This is quite common.
- I came to the workshop with an open mind, without specific expectations. I found the workshop to be informative and interesting.

- I had not expectations of what I wanted covered and felt that I came away with a lot of knowledge.
- See above.
- Take the full 3 hours listed on the agenda. The presentation and discussions were excellent!

C. Would you recommend this workshop to others?

100% percent of survey respondents reported they would recommend the workshop to others.

Their comments regarding this question follow:

- Provides some good foundation information about recruiting and evaluation.
- I think it is an eye-opener and would be good for everyone to attend. I especially liked to hear suggestions from people that were there on their recruitment efforts.
- See above.
- Feel it is a necessity for leading a search committee and helpful for participants.

V. GENERAL COMMENTS

- Need to get more MDs to attend.
- Thanks for making the workshop available.
- Excellent workshop!

Note: One respondent to the survey selected 1 “not at all valuable” for all workshop components and for the session overall while reporting that *would* recommend the workshop to others.

APPENDIX I. SURVEY INSTRUMENT

Searching for Excellence and Diversity: A Workshop for Search Committees

1

Your title or role on campus:

2

Your role on the search committee or in the search process:

3

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 2 3 Didn't Attend
Not at all Valuable Somewhat Valuable Very Valuable

Introduction (with remarks by Dean Golden and Molly Carnes)

☐ 1 ☐ 2 ☐ 3 ☐

Comments:

Running an Effective and Efficient Search Committee (Presented by Eve Fine)

☐ 1 ☐ 2 ☐ 3 ☐

Comments:

· **Actively Recruiting an Excellent and Diverse Pool of Candidates** (Presented by Elizabeth Bolt)

1

2

3

Comments:

· **Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence** (Presented by Molly Carnes)

1

2

3

Comments:

· **Ensuring a Fair and Thorough Review of Candidates** (Presented by Eve Fine)

1

2

3

Comments:

· **Developing and Implementing an Effective Interview Process** (Presented by Luis Piñero)

1

2

3

Comments:

4

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:

5

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

6

What topics did you hope would be covered in this workshop, yet were not?

7

Please provide an overall rating for this session.

Not at all Useful Somewhat Useful Very Useful

1

2

3

8

How did you hear about this workshop?

9

Would you recommend this workshop to others?

YES

NO

Why or why not?

10

Any other comments?

Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISELI's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!



WISELI Research/Evaluation Report:

Winchell, Jessica. March 11, 2009. "Evaluation of the Workshop: 'Implementing Training for Search Committees' Presented to the University of Delaware on February 9, 2009."

**EVALUATION OF THE WORKSHOP:
 “IMPLEMENTING TRAINING FOR SEARCH COMMITTEES”
 PRESENTED TO THE UNIVERSITY OF DELAWARE ON FEBRUARY 9, 2009**

**Evaluation Report by Jessica Winchell
 March 11, 2009**

This workshop evaluation had a response rate of 7 out of 14 (50% responding).

1. Your title(s) or position(s):

Title	
Faculty	100%

2. How did you hear about this workshop?

	%
ADVANCE affiliation/contact	71%
Colleague/Word-of-mouth	29%

3. How valuable was each of the components of the workshop?

	Not at all Valuable	Somewhat Valuable	Extremely Valuable	N/A
The presenters	0 (0%)	0 (0%)	7 (100%)	0 (0%)
Your table facilitator	0 (0%)	0 (0%)	7 (100%)	0 (0%)
Small group/table discussions	0 (0%)	0 (0%)	7 (100%)	0 (0%)
“Search for Excellence & Diversity” guide book	0 (0%)	0 (0%)	7 (100%)	0 (0%)
Research article activity	0 (0%)	2 (29%)	5 (71%)	0 (0%)
Case study activity	0 (0%)	0 (0%)	6 (86%)	1 (14%)
Large group discussions	0 (0%)	1 (14%)	6 (86%)	0 (0%)

4. Please use this space to explain any of your responses to question #3.

- The whole workshop was excellent. The workshop gave us lots of ideas and material to put into our own workshops.
- I don't recall discussing case studies, but I was also absent for part of the workshop due to a Dept Mtg.
- The workshop components were extremely well planned; I know that we'll use them in our own planning for UD training.

5. Please indicate the level to which your skill in each of the following areas increased, if at all, due to the workshop.

(Note: Percentages may not total to 100% because of rounding error.)

	This skill remained unchanged	This skill increased somewhat	This skill increased to a great extent	Don't Know
Running an effective search committee	0 (0%)	3 (43%)	4 (57%)	0 (0%)
Teaching others to run an effective search committee	0 (0%)	1 (14%)	5 (71%)	1 (14%)
Recruiting a diverse pool of candidates	0 (0%)	3 (43%)	4 (57%)	0 (0%)
Teaching others how to recruit a diverse pool of candidates	0 (0%)	2 (29%)	5 (71%)	0 (0%)
Applying the research about unconscious biases and assumptions in the search process	0 (0%)	3 (43%)	3 (43%)	1 (14%)
Teaching others about social science research to improve a search process	0 (0%)	4 (57%)	2 (29%)	1 (14%)
Thoroughly reviewing the candidates	0 (0%)	2 (29%)	5 (71%)	0 (0%)
Teaching others how to thoroughly review candidates	0 (0%)	3 (43%)	3 (43%)	1 (14%)
Implementing an effective interview process	0 (0%)	6 (86%)	1 (14%)	0 (0%)
Teaching others to implement an effective interview process	0 (0%)	4 (57%)	2 (29%)	1 (14%)

6. Please use this space to explain any of your responses to question #5.

- I have read a lot about what the right things are to do but have often had trouble implementing them. The workshop again provided a lot of good ideas for doing this, but more importantly teaching other – I can't do this alone.
- I think that the workshop presenters did an amazing job. They offered a lot of useful information in a highly accessible format!
- I haven't yet tried to teach others about the elements in a search process, so my answers to those questions have to be "don't know." I **hope** I have increased my skills in those realms.

7. How do you plan to use the materials and information you received when you participate in search committees?

- I plan to share my experiences with other search cmte. members.
- Some of the materials I will share directly with colleagues. Other materials will be important for developing our own workshop.
- As general briefing and reminders throughout the search process.

- To develop our own workshops to improve recruitment of women faculty at our university.
- Rethink the process of recruiting and increasing the time the search committee members take in reviewing applications.
- I expect I'll use them to make myself a resource for others on future search committees.

8. How should the University of Delaware use the materials and information provided in the workshop?

- Create their own workshops using this template and start running them.
- Use much of it to develop our own training workshops.
- The workshop materials serve as an excellent foundation for developing material specific to UD. We need to do some homework to make sure they reflect UD's policies and procedures.
- Modify for UD-specific items. Implement workshops for upcoming search committees. Implement grass-roots support from other interested faculty. Coordinate with new HR initiatives on campus.
- We will use them to develop our own resources for the purposes of training chairs, deans, and chairs of search committees on the best practices for recruitment.
- To teach search committee members how to conduct searches in a better way.
- I'd like to see all search committees exposed to the materials and information; don't know if that's possible.

9. What challenges might you or your campus face when implementing your changes to your search procedure?

- Faculty. Chairs.
- Inertia in implementing such changes to a process many faculty feel they know well – overcoming the aversion to change.
- Lots of push back – the following comments are what come to mind: "There is nothing wrong with our current procedures;" "We already recruit good women and minority faculty;" "Why do we need more women - we are at the national average?" "This does not apply here;" "Those studies are all methodologically flawed." We will also have some trouble getting the faculty to pay attention at all!
- General buy-in. Lack of time. Coordinated university support.
- People who don't believe there is a problem that needs to be addressed. The idea of self-governance on the part of departments.
- Getting people to make changes in their process and viewpoints.
- The biggest challenge, in my view, is the complete lack of continuity from one search to the next, and the lack of perspective on previous searches. Somehow, each search begins de novo and it takes time effort and commitment to train and retrain search committee members. A related challenge is selecting search committee members who will be sympathetic to changing procedures, or open to learning about improved recruitment methods.

10. What types of resources and/or follow-up might you or your campus need to implement changes in your search procedures?

- Unclear at this point.
- We should work with HR to align HR policies with these new approaches and search processes.
- We need to make it clear what search committees gain. (Most faculty do not understand or value diversity.)
- Administrative staff/HR buy-in. Resources from HR to implement. Admin support to run workshops. Continued support past first round of workshops.
- We are likely to develop a set of resources similar to those developed by your group for helping people see how to go about recruiting the best possible faculty.
- We are planning some workshops of our own to train people who will serve on search committees, but of course they will be implemented only in the STEM fields. It would be nice if searches across the University had the benefit of such workshops.

11. Were your expectations for this workshop met?

Yes	7 (100%)
No	0 (0%)

Comments:

- I feel better prepared to lead workshops on our campus.
- It was great – the workshop got me thinking.

12. Would you recommend this workshop to other Universities?

Yes	7 (100%)
No	0 (0%)

Comments:

- Absolutely!! ANY organization could benefit from this information.
- Always good to get the faculty engaged.

13. What other topics would you have liked addressed at this workshop, yet were not?

- We could have had a whole other similar workshop on mentoring, similarly climate change, valuing diversity...
- Mentoring, but this is another workshop altogether.
- We didn't get to discuss methods or ideas for combating the amnesia that sets in once a search has been completed as well as faculty members' inability to take a broad look at a department's composition and how it got that way.

14. Please provide us with ideas or suggestions to improve this workshop.

- The men in the workshop did not seem to be engaged ... they did not say very much. Were they intimidated, bored, or what?
- Research articles could be chosen more directly/carefully. Wasn't sure of direct relevance of specific articles. Some chosen were not best presented in their writing (in the article itself).

15. Please provide an overall rating for this workshop.

Not at all Useful	0 (0%)
Somewhat Useful	0 (0%)
Very Useful	7 (100%)

Appendix 1. Survey Instrument

Evaluation of the Workshop: "Implementing Training for Search Committees"

1

Your title(s) or position(s):

2

How did you hear about this workshop?

3

How valuable was each of the components of the workshop?

1 2 3 N/A
Not at all valuable Somewhat valuable Extremely valuable

The presenters

1	2	3	
---	---	---	--

Your table facilitator

1	2	3	
---	---	---	--

Small group/table discussions

1	2	3	
---	---	---	--

"Searching for Excellence & Diversity" guide book

1	2	3	
---	---	---	--

Research article activity

1 2 3

Case study activity

1 2 3

Large group discussions

1 2 3

4

Please use this space to explain any of your responses to question #3:

5

Please indicate the level to which your skill in each of the following areas increased, if at all, due to the workshop:

1 This skill remained unchanged 2 This skill increased somewhat 3 This skill increased to a great extent Don't know

Running an effective search committee

1 2 3

Teaching others to run an effective search committee

1 2 3

Recruiting a diverse pool of candidates

1 2 3

Teaching others how to recruit a diverse pool of candidates

1 2 3

Applying the research about unconscious biases and assumptions in the search process

1

2

3

Teaching others about social science research to improve a search process

1

2

3

Thoroughly reviewing candidates

1

2

3

Teaching others how to thoroughly review candidates

1

2

3

Implementing an effective interview process

1

2

3

Teaching others to implement an effective interview process

1

2

3

6

Please use this space to explain any of your responses to question #5:

7

How do you plan to use the materials and information you received when/if you participate in search committees?

8

How should the University of Delaware use the materials and information provided in the workshop?

9

What challenges might you or your University face when implementing your changes to your search procedure?

10

What types of resources and/or follow-up might you or your University need to implement changes in your search procedures?

11

Were your expectations for this workshop met?

Why or why not?

12

Would you recommend this workshop to other Universities?

Why or why not?

13

What other topics would you have liked addressed at this workshop, yet were not?

14

Please provide us with ideas or suggestions to improve this workshop:

15

Please provide an overall rating for this workshop:

Not at all Useful

Somewhat Useful

Very Useful

1

2

3

WISELI Research/Evaluation Report:

Pribbenow, Christine Maidl and Jennifer Sheridan.
April 10, 2009. “Evaluation of the Vilas Life Cycle
Professorship Program.

Evaluation of the Vilas Life Cycle Professorship Program
Christine Maidl Pribbenow and Jennifer Sheridan
April 10, 2009

This report details the administrative process and outcomes for the Vilas Life Cycle Professorship (VLCP) program and recipients at the University of Wisconsin-Madison, funded by the Estate of William F. Vilas. The report is presented to the Vilas Trustees and the Office of the Provost in three sections:

- Section I:** Administrative details of the program.
- Section II:** Experiences and outcomes of VLCP recipients.
- Section III:** Progress and highlights of recipient's scholarship and productivity.¹

Section I: Administrative Details

The Vilas Life Cycle Professorship (VLCP) program is administered by the Women in Science & Engineering Leadership Institute (WISELI), as authorized by the Office of the Provost. The Vilas Trustees generously awarded \$372,000 for the program in 2008/09, the same amount as the previous year. All faculty and permanent principal investigators, regardless of divisional affiliation, are eligible for these funds. Per the stipulations of the Estate, no Vilas funds are to be used for the recipient's salary and individual awards are 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.

Reviewer Panel

WISELI has enlisted the following faculty/staff to read applications and make funding decisions:

- **Jennifer Sheridan.** An associate scientist and a sociologist by training, Dr. Sheridan represents the social studies division. Dr. Sheridan has administered the original Life Cycle Research Grant (LCRG) program since its inception in 2002, as well as serving on the VLCP panel since the Vilas Trust began funding the awards in 2005.
- **Amy Wendt.** A professor in the Department of Electrical and Computer Engineering, Dr. Wendt represents the physical sciences division. Dr. Wendt has served on the review panel of the former LCRG program since its inception.
- **Jane Zuengler.** Dr. Zuengler is a professor of English, and represents the arts & humanities division. Dr. Zuengler replaced Dr. Cecilia Ford on the review panel.
- **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 a former recipient of the original LCRG program.

Applicants and Awards

Because flexibility is of utmost importance to faculty who are experiencing life crises, we established three deadlines for applications for the VLCP program for 2008/09.

¹ To maintain confidentiality, the public will have access to only Sections I and II.

- **Round 1.** Deadline May 30, 2008. Applications received: 14 (including 2 that were deferred from the previous year). Total amount requested: \$393,987. Applications funded: 8. Total amount awarded: \$191,949.
- **Round 2.** Deadline October 3, 2008. Applications received: 4. Total amount requested: \$103,425. Applications funded: 3. Total amount awarded: \$76,634 (\$29,172 of this sum will be spent in the 2009/10 academic year).
- **Round 3.** Deadline January 2, 2009. Applications received: 4 (including 2 that were deferred from previous rounds). Total amount requested: \$103,121. Applications funded: 4. Total amount awarded: \$102,228 (\$67,823 of this sum will be spent in the 2009/10 academic year).

- | |
|--|
| <ul style="list-style-type: none"> • SUMMARY, 2008/09: Applications received: 18. Total amount requested: \$490,238. Applications funded: 15 (including two that applied in previous year). Total amount awarded: \$370,811 (\$96,995 of this sum will be spent in the 2009/10 academic year). |
|--|

Recipient Demographics

Demographically, Vilas Life Cycle Professorship applicants and recipients are very diverse:

	Applicants	Recipients²
Gender		
Female	12	9
Male	6	6
Race/Ethnicity³		
Faculty of Color	5	4
Majority Faculty	13	11
Title		
Assistant Professor	6	5
Associate Professor	4	2
Professor	7	7
Permanent PI/Academic Staff	1	1
Division		
Biological Sciences	3	2
Physical Sciences	2	2
Social Studies	6	6
Arts & Humanities	6	5

² Two recipients are not counted in the “Applicants” column, because they were included in last year’s annual report; they applied in 2007/08, but were awarded in 2008/09.

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.”

Issues Arising in 2008/09

Because we did not have a backlog of Vilas Life Cycle Professorships to fund that were left over from FY08 (due to the cancellation of the 3rd round), we had more funds in 2008/09 than usual. Even though we received approximately the same number of applications, and funded approximately the same number and for the same amounts, we came in \$54,194 under budget. This may be fortuitous, as the Vilas Trust has fewer funds available this year and will not be able to fund the VLCPs for 2009/10. Fortunately, the UW-Madison will be able to cover the \$96,995 in award commitments we already made this year. The VLCP administrative team is looking for alternative sources of funding for 2009/10, so that we can continue to offer this program for at least a minimal level next year.

Credit Given to the VLCP Program

In the Spring 2009 issue of the *On Wisconsin* alumni magazine, Prof. Lydia Zepeda publicly attributed the funding of her research to a Vilas Life Cycle (grant) on page 12:

See Food?
Photographing meals aids healthy eating.

When it comes to watching what you eat, it pays to watch closely — and take a picture. According to a study conducted by consumer science professor **Lydia Zepeda** and graduate student **David Deal**, people who photographed their meals tended to follow a healthier diet.

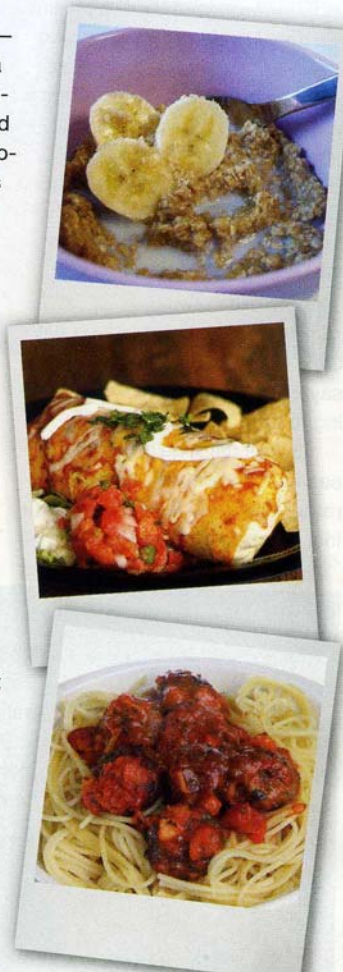
The study was conducted in 2006, when Zepeda and Deal asked forty-three volunteers to photograph everything they ate before consuming it. The goal was not to encourage weight loss so much as to study how people make decisions about the foods they eat.

"We know that food diaries — where people record everything they've eaten — are a common tool used in dieting," Zepeda says. "But journaling is done after the fact, after the food has been eaten. To photograph the meal, you've got to record it before you eat."

They found that people are increasingly conscious of what's on their plates — and reluctant to eat anything inappropriate.

The study was funded with the aid of a Vilas Life Cycle grant from the Women in Science and Engineering Leadership Institute.

J.A.



ISTOCKPHOTO (3)

Section II: Recipient Experiences and Outcomes

In spring of 2009, the VLCP recipients whose awards ended by June 2008 were invited to evaluate the VLCP program by responding to a questionnaire; fourteen chose to do so. The recipients were asked to describe how the funds were used and if the grant allowed them to progress professionally. They were also asked to identify any positive or negative outcomes from receiving the grant and to provide an update on their progress. Section II highlights their responses to the questionnaire, while Section III provides updated information about their research and scholarship.

Why and How the Funds Were Used

The recipients' experiences and life crises varied greatly. Each had his or her own mixture of events and timing that created the "perfect storm" and wreaked havoc on their professional lives. In general, common reasons for applying for the grant included the physical or psychological health of themselves or others, limited resources and support, and life-altering events, such as family members' deaths or an impending divorce. Examples of these experiences and how the money was used are reflected in the following quotes:

The funds I received from the Vilas Life Cycle Professorship Program were instrumental in allowing me to make progress professionally while coping with the very difficult family issue of the health of my daughter. I was able to use the laptop purchased to continue to work while I was in various hospitals and doctor's offices. I was also able to participate in professional conferences with the funding received from the Vilas grant. I am currently up for tenure and without the help of the Vilas Life Cycle Professorship Program, I seriously doubt that tenure would be possible. Thanks in large part to the Vilas program; my record is strong enough for my department to put me up for tenure.

I developed a disabling condition in my right shoulder and hand, which meant I could not type at all or take any notes. The funds were tremendously helpful. First of all, they enabled me to buy new computer equipment on which I could use the most recent version of Dragon Dictate, a dictation software. In addition, I was able to attend several conferences which crucially renewed my participation and standing in my field. I was also able to hire an undergraduate at certain crucial times to help with typing that could not be done via dictation.

Two deaths in the immediate family and a broken arm, on top of being a single mother of three, delayed my research and publishing goals. The grant supplemented research funding that allowed my project staff to keep up their parts of the research while I was dealing with these issues. Because I kept up my research, it attracted funding from a national funder, with whom we are now working on a multi-year partnership agreement. [Without these funds], the project would have been delayed, perhaps significantly enough to cost me tenure. I will be up for tenure this year.

View of the VLCP Program

Similar to results found in years past, the recipients viewed the VLCP program very positively and did not offer any negative comments or consequences to being awarded the grant. They were

grateful for the funds that this program provided them and recognized how this grant allowed them to progress professionally during their life crises. Often, their gratitude was reflected in their thoughts and opinions about the University overall. Direct quotes from participants include:

I heartfully can tell you that this program was the most significant help I *ever* received from the University, or any major national program. Its non-competitive nature, its generosity, and speed were absolutely crucial in helping me, and feeling valued by the university in its investing in my work—and person—as part of a long-term agenda, rather than a reward for past achievements, or future/ongoing projects. I am extremely grateful to VLCP, and will remember it as a major asset and support I have received in this institution.

I think it is a terribly important program. It gave me a bit of hope that there can be a humane place for faculty in the university.

This program is invaluable...There is no comparable program at the university.

When asked if or how they informed others about the grant, most had communicated about it. Those who answered in the affirmative, explain how they informed others:

I have told many colleagues about it. I described it as a source of bridge funding for critical times in your life. My department and colleagues appeared to perceive it as a very reasonable mechanism – since as one colleague put it, everyone has times like that in his/her life at some point. It's great to know there is a safety net and that someone actually cares!

I have told others about this grant and have described it as, “a professional life saver.”

I have told people about the grant. I think it helps support my assertion that life issues can be detrimental to research progress. It is very positive that the VLCP is committed to supporting faculty in difficult situations.

One recipient noted its very positive view within her department:

Receiving this grant was announced with congratulations in our faculty departmental meeting, and I have a sense it is perceived well. I have told others about it, and I describe it as, “special funds that help bridge life's unexpected curve balls.”

For the very few who chose to maintain their anonymity as a recipient of the grant, they did not want to discuss their personal lives and unfortunate events with colleagues. They felt uncomfortable sharing these areas of their lives in the workplace and hoped that the VLCP could be quietly used to maintain their professionalism and progress.

The VLCP Serves to Retain Faculty and Others

Clearly, the VLCP served to retain a number of faculty members who were at risk of leaving the UW. Over half of those who responded to the questionnaire admitted that they would have left the University without the funds, or would inevitably leave due to not achieving tenure. One

faculty member said that she would have “absolutely” left without the VLCP. One recipient noted that she considered working at another university, but notes, “VLCP greatly increased my trust in and gratitude toward UW-Madison.” Ultimately, she chose to remain at the UW. Others admitted they would have stayed, but hypothesized about their ability to function or be promoted:

I probably would have stayed at UW Madison—the question is, Would I have remained a productive and contributing scientist and professor on this campus?

I believe that my chances of receiving tenure at UW-Madison would have been greatly reduced if I had not been funded by the VLCP program. The funds allowed me to continue to be productive while being in the hospital when my family member was ill. I was able to continue working on my research despite this major life event.

Besides faculty members, the grant also allowed other UW employees to keep their jobs or enabled the recipient to support an undergraduate or graduate student. In particular, lab technicians, post doctoral researchers and graduate students remained, due to the help of the grants:

My kind of work requires intense and competent work at the “lab bench.” At the time, I no longer had enough money to pay my best graduate student who was very near graduating and was willing to stay on a few extra months to help me acquire data for my NIH grant application. Without funding from the VLCP I would have had to let this student go. Because of VLCP he stayed on and acquired critical new data that were instrumental to the success of my NIH grant application.

[Post doc Name] was paid with these funds and has generated almost all of the preliminary data for my recent R01 submission. Moreover, she has become my “go to” person in the lab, since she helps supervise graduate students, provides feedback on my grants, and helps run the lab.

My personal situation reduced my publication rate so that I was not able to get my NIH-RO1 grant renewed. The funds from the life-cycle grant allowed me to maintain my technician so that we were able to publish the manuscripts we needed to secure funding for the lab. Keeping my technician on allowed us to publish several manuscripts that were close to completion. These manuscripts were then used as the preliminary data to obtain grants from external funders.

In regards to retention, two recipients concluded that it is an ethical imperative and in the University’s best interest to provide these monies:

Human capital is essential to the success of any organization. Supporting the contributions of faculty to the research, teaching and service missions of the university must go beyond what happens in the classroom or lab. The university must recognize that while most faculty are passionate about their work and willing to commit a large portion of their lives to scholarly activity, there are times when personal circumstances must take priority. Retaining the highly qualified individuals that the UW-Madison hires requires flexibility, understanding and support.

[The UW] must do everything it can within reason and possibly, financially. The university invests a tremendous amount of money, people, energy and other resources into attracting new faculty to this campus. If all evidence suggests that that faculty member has contributed positively to the campus throughout his/her tenure here, then it makes both ethical and financial sense to help that faculty member through difficult times. Anything less would be a disservice to the university and the people in this state who depend on it.

Provided Support and Resources

As mentioned in previous sections, the grant was used to fund various resources—human and otherwise. Some used the funds to purchase technologies to accomplish their work, while others used it to travel to collect data or present research findings. The recipients noted that they were unable to obtain what they needed through the usual channels:

At the time I had such a hard time, I did not feel that there was any supportive place to turn—particularly as an assistant professor. If resources existed, I was not aware of them, and I did not feel I could ask for anything in my department.

I think bridge funding such as the life-cycle grant is THE most important thing that the university can do to help faculty during major life events. Adding time onto the tenure clock is helpful, but it is not helpful if the faculty member has to dismantle the lab that they have worked so hard to build.

Initiatives such as the VLCP, the Ombuds program or the tenure-clock extension policies send the message that the university cares about its employees. Resources can be stepping stones to success. They enable faculty to acknowledge and address crises that arise in the course of life and to successfully accomplish both personal and professional objectives.

The VLCP program enabled the recipients to remain at the UW, allowed them to address their personal crises, and provided resources to meet their professional demands. All of the respondents noted that they were able to progress professionally and in many cases, they received grants or were promoted due to the VLCP funds. This next session highlights how the faculty member's research progressed, and grants, publications and presentations that they directly attribute to the VLCP.

Section III: Research Progress and Scholarship Highlights

Section III has been removed to protect the confidentiality of the VLCP recipients.

WISELI Research/Evaluation Report:

Geier, Susan. May 1, 2009. "Purdue Center for Faculty Success WISELI Search Committee Workshop Evaluation Report." Prepared at Purdue University.

Running head: PCFS WISELI SEARCH EVALUATION

Purdue Center for Faculty Success
WISELI Search Committee Workshop
Evaluation Report

Susan Geier
Assessment Research Center
Purdue University

The Purdue Center for Faculty Success (PCFS) Series attempts to provide institutional-level programmatic interventions designed to promote the success of women faculty members at Purdue. The information collected will be used to assess the effectiveness of individual workshop activities, generate data that can guide the development of future workshops, and provide insights into participants' related experiences.

PCFS Goal #1 is to increase the number of minority women in STEM faculty positions. Toward this end the PCFS sponsored *Searching for Excellence & Diversity: A Workshop for Search Committee Chairs and Members*. This workshop was presented by WISELI (the Women in Science and Engineering Leadership Institute) January 16, 2009. In addition a training workshop *Implementing Training for Search Committees* was presented to a select group on campus interested in participating in the development and implementation of a PCFS search committee workshop series.

The objectives for these activities are two-fold: 1. provide a model of a search committee workshop to inform the development and implementation of the PCFS search committee workshop series and 2. increase search committee members' knowledge about search and hire practices leading to the employ of an excellent and diverse faculty.

Informed by these objectives, the assessments used at the workshop were designed to:

1. assess the participants' perceived knowledge of search committee processes as defined by the WISELI essential elements of a successful workshop handbook, 2. evaluate the effectiveness of individual workshop activities, 3. generate data that could guide the development of future workshops, and 4. provide insights into participants' search committee experiences.

Assessments

The *pre-workshop survey* was developed to gather participants' demographics, search committee and background experience and capture the participants' perceptions of knowledge related to the workshop components. Additionally, participants were asked to provide suggestions to improve the recruitment and hiring of a diverse and excellent faculty.

The *post-workshop survey* was developed to revisit the participants' knowledge perceptions, examine the perceived value and relevance of the various workshop elements, and gather suggestions about workshop improvements. Several were provided by the WISELI team and incorporated into the post-workshop survey.

Workshop Respondents Demographics

Eighty-four men and women attended the PCFS sponsored WISELI Search Committee workshop held on January, 2009 at Purdue University, West Lafayette. Approximately 78% (66) of participants completed the pre-workshop survey. Of these 66 *respondents*, 33 (50%) were women and 50 (75%) self identified as Caucasian. Faculty members represented eleven colleges on campus. Other attendees

included directors/ assistant directors of various offices and centers relating to culture, gender and equity on campus. (Table 1)

Table 1

Demographics		
Respondents: N = 66	Men: N = 33	Women: N = 33
Race / Ethnicity	Frequency	Percent
Caucasian / White	50	75.8
Asian	8	12.1
African American / Black	4	6.1
Hispanic	2	3.0
Pacific Islander	1	1.5
No response	1	1.5
Professional / Academic Rank	Frequency	Percent
Professor	16	24.2
Associate Professor	13	19.7
Department Head	10	15.2
Associate Dean	9	13.6
Assistant Professor	7	10.6
Director	6	9.1
Assistant Director	3	4.5
Other	2	3.0
College	Frequency	Percent
Liberal Arts	14	21.2
Technology	9	13.6
Engineering	8	12.1
Science	8	12.1
Diversity Offices/Centers	6	9.1
Education	4	6.1
Pharmacy	4	6.1
Agriculture	3	4.5
Consumer & Family Sciences	3	4.5
Management	3	4.5
Vet Medicine	3	4.5
Health Sciences	1	1.5

Perceptions of knowledge of search committee processes

Participants were asked to rate their knowledge of search committee processes as defined by the elements of the WISELI workshop. The majority of responses revealed participants perceived knowledge to be average to above average for the six search process elements. This is not surprising given that most participants are active search committee members. Although ratings were not markedly different between elements, the lowest rating (3.43) was related to knowledge about recruiting a diverse pool of excellent candidates; while the highest rating (3.65) dealt with the element how to ensure a fair review of candidates.

Table 2

Self-ratings of Knowledge Related to Search Committee Process		
Pre-Workshop Survey	Responses (N = 66)	Mean* (Std Dev.)
How would you rate your knowledge about how to run an effective search committee?		3.51 (.886) NR = 1
How would you rate your knowledge about how to recruit a diverse pool of excellent candidates?		3.43 (.749) NR = 1
How would you rate your knowledge about unconscious assumptions and their influence on evaluation of candidates?		3.58 (.638) NR = 2
How would you rate your knowledge about how to ensure a fair review of candidates?		3.65 (.571) NR = 1
How would you rate your knowledge about how to implement an effective interview process?		3.63 (.703) NR = 3
How would you rate your knowledge about how to successfully hire a chosen candidate?		3.56 (.687) NR = 2
*Based on 5 point scale: poor = 1, below average = 2, average = 3, above average = 4, excellent = 5 NR = no response		

Respondents' suggestions to improve the recruitment and hiring of a diverse and excellent faculty. (Please note: of the 66 pre-survey respondents, 15 (22%) answered this question.)

Respondents' suggestions were categorized as follows:

- Provide search committee workshops
- Improve/ raise awareness of Purdue University reputation (climate)
- Create consistency in procedures across campus
- Increase resources to be competitive
- Establish relationships with key people/organizations to broaden pool of applicants
- Broaden the scope of activities/events to attract those who do not typically attend these type of events

Post Workshop perceptions of knowledge of search committee processes

Fourteen (21%) of the 66 pre-workshop survey respondents completed the post workshop survey. Demographics of this group were somewhat similar to the larger group; however the results are still limited by the small number of respondents. Again, participants were asked to rate their knowledge of search committee processes as defined by the elements of the WISELI workshop. For this group, the post workshop survey revealed an increase in perceived level of knowledge across all factors with significant changes related to knowledge about recruiting a diverse pool of excellent candidates and how to ensure a fair review of candidates.

Table 3

Post-workshop self-ratings of Knowledge Related to Search Committee Process		
	Pre-workshop	Post-workshop
Pre / Post Matched Responses (N = 14)	Mean* (Std Dev.)	Mean* (Std Dev.)
How would you rate your knowledge about how to run an effective search committee?	3.50 (1.092)	3.93 (.700)
How would you rate your knowledge about how to recruit a diverse pool of excellent candidates?	3.29 (.825)	4.00 (.555)**
How would you rate your knowledge about unconscious assumptions and their influence on evaluation of candidates?	3.86 (.535)	4.14 (.770)
How would you rate your knowledge about how to ensure a fair review of candidates?	3.50 (.650)	4.14 (.535)**
How would you rate your knowledge about how to implement an effective interview process?	3.64 (.929)	4.00 (.555)
How would you rate your knowledge about how to successfully hire a chosen candidate?	3.57 (.852)	3.85 (.689)
*Based on 5 point scale: poor = 1, below average = 2, average = 3, above average = 4, excellent = 5		
** significant at .0083 (bonferroni adjusted)		

Perceived value and relevance of the various workshop elements

Nineteen workshop participants (22% of the 84 attendees) responded to this portion of the post-workshop survey. Ratings across elements of the workshop ranged from mean scores of 2.19 – 2.63 (3-point scale). The highest ranking for this group was the workshop component about raising awareness of unconscious assumptions and their influence, indicating that this topic was valuable to the respondents. In addition to scale rankings, respondents were invited to provide comments for each element. (Table 4)

Table 4

General Impressions of WISELI Search Committee Workshop Elements		
Post Workshop Survey	Responses (N = 19)	Mean* (Std Dev.)
Introduction		
		2.33 (.594) nr = 1
<ul style="list-style-type: none"> I don't actually recall much of the substance of this part of the workshop. It is good to know that the administration supports this. 		
Element #1: Running an Effective Search Committee		
		2.53 (.513)
<ul style="list-style-type: none"> Was pretty basic The information here seemed to be common sense to anyone who has served on a search committee or led any other committees with diverse constituencies. Diana Prieto's piece on Purdue policy was excellent In some instances, it depends on the composition of the search committee; and when a search committee is elected such that only one member is really committed to diversity, running the search itself is complex. I think some discussion of how search committee compositions can be strategically set would be useful 		
Element #2: Actively Recruiting an Excellent Pool of Candidates		
		2.50 (.707) nr = 1
<ul style="list-style-type: none"> Was pretty basic I hoped that the workshop leaders would be able to provide specific information about this very challenging aspect of searching. None of the practices suggested were beyond those we already incorporate. 		
Element #3: Evaluating the Pool of Applicants: Raising Awareness of Unconscious Assumptions and their Influence		
		2.63 (.496)
<ul style="list-style-type: none"> Much of this material (in fact most of what the outside consultants presented) was familiar to me from Purdue workshops and materials on recruiting. The research in this part was great This was good stuff, not necessarily new, but presented in a way that made it accessible. 		
Element #4: Ensuring a Fair and Thorough Review of Candidates		
		2.44 (.511) nr = 1
<ul style="list-style-type: none"> A good reminder to keep things consistent 		
Element #5: Developing and Implementing an Effective Interview Process		
		2.35 (.702) nr = 2
<ul style="list-style-type: none"> Again, this was all familiar information. 		

<ul style="list-style-type: none"> This would be more helpful with Purdue information. 	
Element #5: Developing and Implementing an Effective Interview Process (cont.)	
<ul style="list-style-type: none"> I would have liked to see some more clear discussion about how to avoid "quirky" faculty members from meeting on-on-one with the candidate/s especially when the 'quirky' persons are the senior most faculty members. This was good and important stuff as well. 	
Conclusion	2.19 (.544) nr = 3
*Based on 3 point scale: not at all valuable = 0, somewhat valuable = 1, valuable = 2 nr = no response	

Relevant information and application from workshop

Participants were asked to identify up to three things gained at the workshop that they will apply as members of a search committee. Respondents received information about:

- Resources related to search and hire
- Biases and assumptions
- Logistics and procedures related to search process
- Broadening the applicant pool

Improvements to workshop

Participants were asked to provide suggestions that would have improved their workshop experience and additional topics of interest. Respondents suggested:

- Matching workshop to audience search committee experience
- Relating content to Purdue
- Having more group discussion time
- Modifying format (a lot of material for short timeframe)
- Topics about age bias, discrimination
- Specific strategies to implement workshop elements discussed

Evaluator Comments:**Development and Implementation of PCFS Search committee workshop series:**

1. Although limited by number of respondents, suggestions made by participants can guide the development of future workshops. Specifically, matching the audience's search committee experience level to content and format should be considered.
2. The high level of workshop attendance indicates a well implemented recruiting strategy for future workshop participants. This strategy will be documented and used as a model for PCFS events.
3. Consider including a broad demographic for the workshop presenters. For example, it might be useful to include a male faculty member as one of the presenters.
4. Identify and utilize the many resources on campus related to this topic. Participants valued the local perspective and information about resources on campus.
5. Consider a tiered approach to a search committee workshop series that includes programs already available on campus and adds the PCFS workshop with a unique perspective.
6. Consider search committee member certification.
7. Collaborate with those on campus who specialize in diversity and best search and hire practices.
8. Consider a case scenario based workshop where 1) active search committee members develop scenarios as part of the workshop; 2) each group randomly selects a scenario to "solve" and 3) solutions are presented to the entire workshop group.
9. Discuss specific obstacles encountered at Purdue and share strategies and risks to overcome these barriers.

Overall the WISELI workshop provided: 1) the venue for discussion and feedback that was valuable as the Purdue Center for Faculty Success moves forward and 2) a blueprint for the development and implementation of a successful search committee workshop series.

WISELI Research/Evaluation Report:

Winchell, Jessica. June 29, 2009. “Issues and trends
in department climate experiences:
Evidence from WISELI’s department climate survey.”
Revision of May 2008 Report.

**Issues and trends in department climate experiences:
Evidence from WISELI's department climate survey**

Prepared by Jessica Winchell

May 2007

Revised June 2009

In fall 2003, WISELI began offering a workshop series *Climate Workshops for Department Chairs*. The workshops aimed to improve departmental climate through an intervention with department chairs. As an important part of this intervention, WISELI generally administers an electronic climate survey to faculty, staff, graduate students, and post-doctoral students/fellows in a participating department.* Responses to this survey are presented to participating department chairs in the course of the workshop. Chairs then use the information gathered in this survey to identify strengths and weaknesses and to structure further actions to improve their department's climate.

To date, WISELI has administered an initial department climate survey to 39 UW-Madison departments. Among these, we re-administered the department climate survey to seven departments one to four times (Table 2). Not all department chairs choose to survey their entire department population. Some, for instance, choose to survey only faculty and staff. The different populations surveyed as well response rates for each department are reported in Table 1. This data suggests a notable conclusion:

- There appears to be an inverse relationship between a department's size and survey response rate: smaller departments tended to have higher rates of response to the climate survey while larger departments tended to have lower rates of response.

Comparing overall climate ratings across the different surveyed groups (Table 3), one can note that a majority of all groups reported positive perceptions of their department's climate. Faculty, academic staff, and classified staff tended to report similar average ratings of department climate. This is in contrast to graduate students and post-docs/fellows, who reported similar ratings that were somewhat more positive than those reported by faculty and staff. Despite the overall positive picture, a significant minority (10-15%) of faculty and staff rated their department's overall climate as *very negative* or *negative*. This suggests the following conclusions:

- Faculty and staff tend to report more negative perceptions of department climate than graduate students and post-docs/fellows.
- While a majority of faculty and staff report a positive overall department climate, a significant minority reports a negative overall department climate.

Examining the distribution of faculty and staff responses to individual items from the department climate survey (Tables 4-6) highlights particular issues that may contribute to the negative department climate some faculty and staff report. In particular, the following issues emerge as common to faculty and staff:

- A significant minority, about 20%, of faculty and staff report feeling under-appreciated for their work in the department.
- A proportion of faculty and staff report that they do not have the resources they need to be productive in their jobs. More faculty (about 20%) than staff (about 10%) reported this issue.
- Only about half of faculty and staff indicate that they trust the individuals who make decisions that will affect them.
- Some faculty and staff report that they do not have any agency in departmental decision-making. Such perceptions appear to be more widespread among staff (about one-third) than faculty (less than one-quarter).
- A large minority of faculty and staff report a lack of feedback on their job performance and a lack of support for professional development. This issue appears to be a larger problem for academic staff than for faculty or classified staff.
- Some faculty and staff feel isolated in their departments. Between 15 and 25% of faculty and staff report feeling isolated despite others being around.

* Instructors and adjunct faculty are some times included in the survey group and are treated as academic staff for the purposes of the analysis here.

- Roughly one-quarter of faculty and one-fifth of staff indicate that differences among people are not valued in their departments.

Many of the same issues identified for faculty and staff are also reported by graduate students and post-doctoral students (post-docs) or fellows, though a smaller fraction report experiencing these issues as compared to faculty and staff. These differences might indicate either more positive perceptions or greater reluctance to report negative experiences. Overall, graduate student (Table 8) and post-doc and fellow (Table 7) survey responses suggest the following common themes:

- A few graduate students (about 15%) and post-docs and fellows (about 5%) report feeling that their work is unappreciated in the department.
- Many graduate students and post-docs and fellows indicate that they are unable to affect departmental decision-making and that they feel unsafe voicing their opinion in front of others in the department.
- About one-third of graduates students and one-quarter of post-docs and fellows report that they have not had a through performance review in the past year. A similar proportion of post-docs and fellows indicate that no one in their department supports their professional development.
- Approximately 20% of graduate students and post-docs and fellows indicate that they feel isolated in their departments.
- Overall, graduate students tended to report more negative perceptions of department climate than post-docs and fellows.

The data gathered from past department climate surveys highlights some common issues that department chairs may seek to address in an effort to build a more positive department climate. These may be indicative of the types of issues *Workshop* facilitators are likely to encounter in future sessions. It also suggests general trends among different groups within departments and response rates, either of which may be useful in considering the deployment of future department climate surveys.

Table 1. Detailed summary of initial department climate survey populations and response rates for participating departments.

<i>Department</i> [†]	<i>Division</i>	<i>Survey Group</i>	<i>Survey Date</i>	<i>Survey Population</i>	<i>Survey Responses</i>	<i>Response Rate</i>
Department 1	Physical Sciences	Faculty & Staff	Fall 2003	17	12	71%
Department 2	Biological Sciences	All		59	29	49%
Department 3		Faculty, Staff & Graduate students		n/a	39	n/a
Department 4	Biological Sciences	Faculty, Staff & Graduate students	Spring 2004	60 [‡]	41	68% [‡]
Department 5	Social Studies	All		45	24	53%
Department 6	Physical Sciences	All		414	124	30%
Department 7		Faculty & Staff		88	61	69%
Department 8	Biological Sciences	Faculty & Staff		16	9	56%
Department 9	Biological Sciences	Faculty & Staff	Fall 2004	85	27	32%
Department 10	Physical Sciences	Faculty, Staff & Instructors/Adjuncts		45	34	76%
Department 11	Biological Sciences	Faculty & Staff		650 [‡]	204	31% [‡]
Department 12		All		188	92	49%
Department 13		All		171	104	61%
Department 14		Faculty & Staff & Instructors/Adjuncts		25	15	60%
Department 15		All		n/a	59	n/a
Department 16	Physical Sciences	Faculty & Staff	Spring 2005	62	35	56%
Department 17		Faculty & Staff		19	13	68%
Department 18		Faculty & Instructors/Adjuncts		42	24	57%
Department 19	Biological Sciences	Faculty, Staff & Instructors/Adjuncts		92	56	61%
Department 20		Faculty, Staff & Instructors/Adjuncts		240	111	46%
Department 21		Faculty & Instructors/Adjuncts		25	12	48%
Department 22	Biological Sciences	Faculty, Staff & Graduate students	Fall 2005	89	52	58%
Department 23	Physical Sciences	Faculty, Staff & Graduate students		290	112	39%
Department 24	Humanities	All		180 [‡]	78	43% [‡]
Department 25	Physical Sciences	Faculty & Staff		49	22	45%
Department 26		Faculty & Staff	Fall 2007	22	12	55%
Department 27	Physical Sciences	None		-	-	-
Department 28	Humanities	All		86	61	71%
Department 29		Faculty & Graduate students	Spring 2008	36	26	72%
Department 30	Social Sciences	All		65	36	55%

[†] Department names have been removed to protect the confidentiality of participating departments.

[‡] Estimated survey population; response rate is approximate.

Department 31	Biological Sciences	Faculty, Staff & Graduate students		n/a	14	n/a
Department 32	Social Sciences	Faculty	Fall 2008	11	8	73%
Department 33	Biological Sciences	All		123	59	48%
Department 34	Sciences	Faculty & Staff		n/a	41	n/a
Department 35	Physical Sciences	All		n/a	32	n/a
Department 36	Humanities	Faculty & Staff		36	18	50%
Department 37	Humanities	Faculty & Staff	Spring 2009	21	15	71%
Department 38	Humanities	Faculty & Staff		26	13	50%
Department 39	Physical Sciences	All		408	112	27%

Table 2. Detailed summary of follow-up department climate survey populations and response rates for participating departments.

<i>Department</i>	<i>Re-survey number</i>	<i>Survey Group</i>	<i>Survey Date</i>	<i>Survey Population</i>	<i>Survey Responses</i>	<i>Response Rate</i>
Department 3	1	Faculty, Staff & Graduate students	Fall 2008	70	37	53%
Department 5	1	All	Spring 2005	n/a	56	n/a
	2	Faculty, Staff & Graduate students	Spring 2006	n/a	46	n/a
	3	Faculty, Staff & Graduate students	Spring 2007	n/a	46	n/a
	4	Faculty, Staff & Graduate students	Spring 2009	n/a	38	n/a
Department 6	1	All	Fall 2005	347	88	25%
Department 7	1	All	Spring 2006	82	53	65%
Department 14	1	Faculty & Staff	Fall 2005	25	17	68%
Department 16	1	Faculty & Staff	Fall 2007	54	27	50%
	2	All	Spring 2009	n/a	78	n/a
Department 22	1	All	Spring 2008	90	54	60%

Table 3. Comparison of respondents' overall ratings of department climate.[§]

	<i>N</i>	<i>Overall climate rating</i>				
		Very negative	Negative	Mediocre	Positive	Very positive
Faculty	574	3.1%	9.8%	21.4%	45.6%	20.0%
Academic staff	383	2.4%	9.7%	22.2%	51.2%	14.6%
Classified staff	236	4.2%	11.0%	22.0%	46.6%	16.1%
Graduate students	489	0.6%	4.3%	17.6%	58.5%	19.0%
Post-docs/fellows	61	0.0%	1.6%	21.3%	52.5%	24.6%
All ^{**}	1804	2.4%	8.3%	20.6%	50.4%	18.4%

[§] Responses to the question: *On a scale from one (very negative) to five (very positive), please rate the climate in your department.*

^{**} Includes some respondents who were not classified as faculty, academic staff, classified staff, graduate student, or post-doc/fellow.

Table 4. Distribution of responses (n=1,826) to departmental climate statements, includes **all** survey respondents.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	2.0%	6.9%	14.5%	48.7%	27.9%
I understand my role and responsibilities as a member of the department.	0.4%	3.7%	9.4%	49.7%	36.8%
I have the resources I need to be productive in my job.	3.6%	9.5%	17.6%	47.4%	21.9%
I feel appreciated for the work I do in the department.	6.3%	12.1%	24.0%	38.2%	19.4%
The Chair of the department or my supervisor respects my opinions and contributions.	3.6%	5.9%	15.7%	36.8%	38.0%
Others in the department respect my opinions.	2.0%	6.8%	22.9%	49.4%	18.9%
I trust the people who make decisions that affect me.	6.0%	13.3%	25.0%	39.5%	16.2%
I am able to influence the decisions that are made in the department.	9.0%	21.4%	34.9%	25.6%	9.1%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	3.2%	7.1%	37.5%	33.5%	18.7%
I feel safe voicing my feelings in front of others.	6.6%	13.0%	23.0%	39.7%	17.7%
My work contributes to the mission or purpose of my department.	0.9%	1.6%	10.7%	49.5%	37.3%
Others recognize how my work contributes to the mission or purpose of my department.	3.5%	11.1%	24.3%	45.2%	16.0%
I am happy with the professional relationships I've formed with others in the department.	2.8%	7.2%	17.4%	47.6%	25.1%
I have had a thorough performance review in the last year.	15.8%	19.5%	24.7%	24.6%	15.5%
There is somebody in the department who promotes my professional development.	11.5%	16.2%	23.4%	29.7%	19.2%
Resources and other benefits are allocated fairly within the department.	8.1%	14.7%	33.2%	32.0%	12.0%
Even though other people are around, I feel isolated.	26.6%	33.0%	17.5%	16.8%	6.2%
My work is commensurate with my training and experience.	1.5%	5.9%	14.1%	51.6%	26.9%
I have the same level of responsibility and recognition as those whom I consider my peers.	3.8%	12.4%	20.3%	44.7%	18.8%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	57.7%	22.2%	10.9%	6.2%	2.9%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	2.4%	7.1%	24.2%	43.6%	22.7%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	3.8%	11.3%	18.6%	46.7%	19.6%
Differences among people are valued in the department.	5.1%	11.9%	30.9%	38.5%	13.6%

Table 5. Distribution of **faculty** responses (n=575) to departmental climate statements, for faculty in participating departments.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	2.3%	8.4%	16.5%	42.1%	30.8%
I understand my role and responsibilities as a member of the department.	0.5%	4.2%	9.2%	42.3%	43.8%
I have the resources I need to be productive in my job.	4.9%	14.3%	23.7%	38.7%	18.3%
I feel appreciated for the work I do in the department.	9.1%	11.5%	22.7%	36.7%	20.1%
The Chair of the department or my supervisor respects my opinions and contributions.	4.5%	6.6%	11.0%	35.7%	42.2%
Others in the department respect my opinions.	2.5%	8.6%	20.3%	46.3%	22.4%
I trust the people who make decisions that affect me.	7.1%	16.3%	23.5%	37.2%	15.9%
I am able to influence the decisions that are made in the department.	6.1%	13.6%	29.1%	34.6%	16.6%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	4.2%	8.2%	18.5%	39.5%	29.6%
I feel safe voicing my feelings in front of others.	7.5%	10.8%	17.5%	39.2%	25.0%
My work contributes to the mission or purpose of my department.	0.9%	1.2%	7.5%	43.9%	46.5%
Others recognize how my work contributes to the mission or purpose of my department.	4.8%	11.9%	19.5%	44.3%	19.7%
I am happy with the professional relationships I've formed with others in the department.	2.8%	8.7%	17.1%	43.7%	27.7%
I have had a thorough performance review in the last year.	14.0%	17.8%	21.1%	27.6%	19.6%
There is somebody in the department who promotes my professional development.	14.9%	19.0%	22.3%	26.6%	17.2%
Resources and other benefits are allocated fairly within the department.	11.2%	13.7%	29.1%	33.6%	12.4%
Even though other people are around, I feel isolated.	30.4%	29.6%	15.6%	17.7%	6.7%
My work is commensurate with my training and experience.	0.4%	2.3%	8.7%	43.5%	45.2%
I have the same level of responsibility and recognition as those whom I consider my peers.	3.5%	11.1%	15.2%	43.9%	26.3%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	61.9%	19.1%	9.3%	6.6%	3.2%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	1.6%	8.0%	25.6%	40.3%	24.6%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	4.6%	10.7%	20.0%	41.6%	23.2%
Differences among people are valued in the department.	7.5%	14.2%	25.7%	37.3%	15.2%

Table 6. Distribution of **academic staff** responses (n=392) to departmental climate statements, for academic staff in participating departments.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	1.5%	7.9%	14.1%	51.2%	25.3%
I understand my role and responsibilities as a member of the department.	0.3%	4.4%	10.2%	48.1%	37.1%
I have the resources I need to be productive in my job.	3.6%	9.7%	15.1%	52.2%	19.4%
I feel appreciated for the work I do in the department.	5.9%	16.3%	18.6%	41.6%	17.6%
The Chair of the department or my supervisor respects my opinions and contributions.	3.1%	6.9%	16.2%	36.9%	36.9%
Others in the department respect my opinions.	2.6%	7.5%	23.1%	48.7%	18.1%
I trust the people who make decisions that affect me.	5.9%	15.1%	25.1%	37.9%	16.1%
I am able to influence the decisions that are made in the department.	12.5%	22.6%	35.6%	22.6%	6.8%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	2.7%	8.7%	42.2%	34.3%	12.2%
I feel safe voicing my feelings in front of others.	6.5%	17.1%	21.5%	39.3%	15.8%
My work contributes to the mission or purpose of my department.	1.3%	1.6%	9.3%	49.6%	38.2%
Others recognize how my work contributes to the mission or purpose of my department.	4.0%	14.2%	25.5%	41.3%	15.0%
I am happy with the professional relationships I've formed with others in the department.	2.3%	8.8%	17.6%	47.8%	23.5%
I have had a thorough performance review in the last year.	22.4%	19.3%	19.8%	22.2%	16.4%
There is somebody in the department who promotes my professional development.	14.0%	22.6%	25.0%	22.6%	15.8%
Resources and other benefits are allocated fairly within the department.	6.1%	19.5%	33.5%	31.1%	9.8%
Even though other people are around, I feel isolated.	26.6%	31.6%	16.6%	19.2%	6.1%
My work is commensurate with my training and experience.	2.7%	9.0%	13.5%	51.3%	23.5%
I have the same level of responsibility and recognition as those whom I consider my peers.	5.0%	16.1%	23.0%	41.8%	14.0%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	61.0%	21.3%	8.2%	5.9%	3.6%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	2.1%	5.7%	19.1%	48.3%	24.8%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	3.4%	9.3%	20.9%	51.0%	15.5%
Differences among people are valued in the department.	3.4%	12.3%	34.1%	37.8%	12.3%

Table 7. Distribution of **classified staff** responses (n=240) to departmental climate statements, for classified staff in participating departments.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	2.9%	7.1%	14.6%	47.5%	27.9%
I understand my role and responsibilities as a member of the department.	0.8%	3.8%	4.2%	54.2%	37.1%
I have the resources I need to be productive in my job.	4.2%	6.7%	15.0%	50.8%	23.3%
I feel appreciated for the work I do in the department.	5.4%	16.7%	22.9%	28.3%	26.7%
The Chair of the department or my supervisor respects my opinions and contributions.	3.8%	8.8%	22.9%	32.9%	31.7%
Others in the department respect my opinions.	2.1%	7.2%	22.8%	50.6%	17.3%
I trust the people who make decisions that affect me.	7.9%	12.1%	30.4%	32.9%	16.7%
I am able to influence the decisions that are made in the department.	11.4%	21.2%	36.4%	23.7%	7.2%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	4.7%	9.0%	42.3%	28.2%	15.8%
I feel safe voicing my feelings in front of others.	10.9%	14.3%	25.6%	35.7%	13.5%
My work contributes to the mission or purpose of my department.	0.0%	1.3%	10.6%	49.0%	39.2%
Others recognize how my work contributes to the mission or purpose of my department.	2.5%	11.8%	21.0%	45.0%	19.8%
I am happy with the professional relationships I've formed with others in the department.	2.1%	5.0%	20.2%	46.2%	26.5%
I have had a thorough performance review in the last year.	14.6%	17.2%	21.0%	28.3%	18.9%
There is somebody in the department who promotes my professional development.	14.5%	15.8%	32.5%	22.2%	15.0%
Resources and other benefits are allocated fairly within the department.	10.0%	17.5%	33.3%	29.2%	10.0%
Even though other people are around, I feel isolated.	29.4%	32.8%	20.4%	11.5%	6.0%
My work is commensurate with my training and experience.	3.0%	11.9%	23.4%	47.7%	14.0%
I have the same level of responsibility and recognition as those whom I consider my peers.	4.2%	16.9%	30.4%	35.9%	12.7%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	50.2%	26.4%	17.0%	4.7%	1.7%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	2.1%	9.4%	19.6%	44.7%	24.3%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	2.5%	13.0%	12.6%	47.3%	24.7%
Differences among people are valued in the department.	7.6%	13.9%	33.3%	31.2%	13.9%

Table 8. Distribution of **graduate student** responses (n=498) to departmental climate statements, for graduate students in participating departments.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	1.2%	4.6%	12.5%	56.0%	25.7%
I understand my role and responsibilities as a member of the department.	0.2%	2.8%	10.8%	57.4%	28.7%
I have the resources I need to be productive in my job.	2.2%	5.8%	14.7%	50.8%	26.5%
I feel appreciated for the work I do in the department.	3.4%	8.3%	30.2%	42.3%	15.9%
The Chair of the department or my supervisor respects my opinions and contributions.	2.6%	3.5%	16.7%	41.3%	36.0%
Others in the department respect my opinions.	1.0%	4.8%	25.2%	53.4%	15.8%
I trust the people who make decisions that affect me.	4.1%	9.9%	24.1%	46.4%	15.6%
I am able to influence the decisions that are made in the department.	9.4%	28.7%	39.2%	19.3%	3.5%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	1.7%	3.7%	53.8%	29.0%	11.8%
I feel safe voicing my feelings in front of others.	4.2%	12.9%	28.5%	41.4%	13.1%
My work contributes to the mission or purpose of my department.	1.2%	1.6%	15.3%	56.4%	25.5%
Others recognize how my work contributes to the mission or purpose of my department.	2.4%	8.3%	30.7%	48.0%	10.6%
I am happy with the professional relationships I've formed with others in the department.	3.2%	6.0%	15.9%	52.7%	22.1%
I have had a thorough performance review in the last year.	13.9%	23.5%	34.1%	20.6%	8.0%
There is somebody in the department who promotes my professional development.	4.4%	7.7%	18.6%	43.5%	25.7%
Resources and other benefits are allocated fairly within the department.	5.4%	11.6%	37.1%	32.4%	13.6%
Even though other people are around, I feel isolated.	20.1%	36.9%	19.5%	17.0%	6.5%
My work is commensurate with my training and experience.	1.5%	4.2%	17.3%	62.0%	15.0%
I have the same level of responsibility and recognition as those whom I consider my peers.	3.1%	10.5%	18.7%	52.6%	15.1%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	51.0%	27.1%	11.1%	7.5%	3.2%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	3.3%	7.0%	28.1%	43.7%	18.0%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	3.9%	13.2%	18.2%	48.8%	16.0%
Differences among people are valued in the department.	3.1%	9.2%	32.7%	43.7%	11.4%

Table 9. Distribution of **post-doctoral student and fellow** responses (n=62) to departmental climate statements, for post-doctoral students and fellows in participating departments.

	<i>Level of agreement with climate statements</i>				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My department is a welcoming place to work.	1.6%	1.6%	12.9%	45.2%	38.7%
I understand my role and responsibilities as a member of the department.	0.0%	1.6%	14.5%	45.2%	38.7%
I have the resources I need to be productive in my job.	0.0%	6.5%	9.7%	53.2%	30.7%
I feel appreciated for the work I do in the department.	0.0%	4.9%	31.2%	42.6%	21.3%
The Chair of the department or my supervisor respects my opinions and contributions.	1.6%	1.6%	17.7%	35.5%	43.6%
Others in the department respect my opinions.	0.0%	1.6%	27.4%	43.6%	27.4%
I trust the people who make decisions that affect me.	1.6%	4.8%	25.8%	45.2%	22.6%
I am able to influence the decisions that are made in the department.	0.0%	27.4%	41.9%	24.2%	6.5%
The Chair of the department appropriately consults or delegates decisions to a group or committee.	0.0%	5.2%	51.7%	25.9%	17.2%
I feel safe voicing my feelings in front of others.	1.7%	5.0%	28.3%	50.0%	15.0%
My work contributes to the mission or purpose of my department.	0.0%	3.3%	16.7%	51.7%	28.3%
Others recognize how my work contributes to the mission or purpose of my department.	0.0%	4.9%	27.9%	50.8%	16.4%
I am happy with the professional relationships I've formed with others in the department.	1.6%	1.6%	23.0%	42.6%	31.2%
I have had a thorough performance review in the last year.	5.4%	19.6%	30.4%	25.0%	19.6%
There is somebody in the department who promotes my professional development.	5.1%	13.6%	18.6%	33.9%	28.8%
Resources and other benefits are allocated fairly within the department.	0.0%	5.1%	45.8%	33.9%	15.3%
Even though other people are around, I feel isolated.	19.0%	46.6%	13.8%	17.2%	3.5%
My work is commensurate with my training and experience.	0.0%	1.7%	13.3%	66.7%	18.3%
I have the same level of responsibility and recognition as those whom I consider my peers.	0.0%	1.7%	20.7%	44.8%	32.8%
I experience subtle or overt forms of harassment or discrimination due to my gender, race or other personal attributes	73.3%	11.7%	10.0%	5.0%	0.0%
I feel reasonably accommodated when personal and professional responsibilities are in conflict.	0.0%	1.7%	35.0%	50.0%	13.3%
I am aware of places or people to go to if I am faced with a problem or issue in the department.	0.0%	12.9%	22.6%	51.6%	12.9%
Differences among people are valued in the department.	1.6%	4.9%	31.2%	44.3%	18.0%

WISELI Research/Evaluation Report:

Winchell, Jessica. August 12, 2009. “Implementing
Climate Workshops for Department Chairs:
Evaluation of the Workshop Presented to CIC
Affiliates and Others on June 2, 2009.”

IMPLEMENTING CLIMATE WORKSHOPS FOR DEPARTMENT
CHAIRS:
EVALUATION OF THE WORKSHOP PRESENTED TO CIC
AFFILIATES AND OTHERS ON JUNE 2, 2009

Submitted to:

Jenn Sheridan
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Submitted by:

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August 12, 2009

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

An electronic evaluation survey was sent to 31 workshop participants on June 5, 2009. As of August 10, 2009, 21 participants had responded to the survey for a response rate of 68%.

Title/Role at home institution ¹	N
Professor	2
Department chair	2
ADVANCE grant affiliate	4
Other diversity program	3
Dean/Provost	5
Other	8

	N (%)
CIC affiliate	18 (86%)
Not CIC affiliate	2 (10%)
No response	1 (5%)

How participants heard about workshop ¹	N
Through the WISELI website	3
Through CIC connections	6
The announcement was forwarded to me	9
I was asked to go by someone at my institution	8
Other	0

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants)

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Orientation to the day	0 (0.0%)	5 (25.0%)	15 (75.0%)

Comments:

- It would have been helpful to have something in writing about three workshop sessions – just listening without something also to see is tough.

¹ Respondents may be counted in more than one category.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Small group discussions	0 (0.0%)	2 (10.0%)	18 (90.0%)

Comments:

- The experiential aspect of participating in group discussion was good, as it replicated what might happen in an actual workshop. However, since some of us are not faculty members, some of the role play exercises didn't work as well.
- The best part of the day. The tables were set up well, with a good distribution of people.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Your table facilitator	0 (0.0%)	6 (30.0%)	14 (70.0%)

Comments:

- Facilitator was helpful, but I would have preferred more step by step explanation of how a typical session is conducted and more insights about what works, what didn't, pitfalls to expect, common issues, etc.
- Very knowledgeable.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Handouts and Resources	0 (0.0%)	8 (40.0%)	12 (60.0%)

Comments:

- I would like to receive (or download) all the program materials. I expected more of a "leader's guide" book with step-by-step [instructions on] how to conduct these three workshops on your own. I have an instructional design background and am used to producing leaders' guides for training programs that I develop, so that is what I expected.
- The handouts were fine but I think getting on the website and accessing the presentation materials will be even more helpful as there was a lot of data there that will have great impact when it is shared with the folks here.
- Would have liked more handouts - such as the PowerPoint slides and examples from the workshops you run (agendas, timelines, etc). All the information that was shared was great, but it was hard to take notes as I was trying to engage the others at my table.
- I want so much more!!! Particularly the PPT's and agendas for each of the three workshop sessions.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Answering the department climate survey questions using “clickers”	1 (4.8%)	2 (9.5%)	18 (85.7%)

Comments:

- I felt this was not entirely helpful, because we were not all faculty, so "who" I was responding about was unclear to me. It was a reasonably useful way of reviewing the content of the questionnaire, though we could have just gone over the items and asked questions about their development and inclusion in the instrument.
- Great!
- This was awful! I understand demonstrating the response system, but going through all the items was not a good use of time especially when we were not a cohesive group of any kind.
- Lots of fun. Made the exercise "real."
- It was a useful method for us to experience the clicker technology in action; the questions were not as useful.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Presentation on Benefits and Challenges of Diversity and the role of biases and assumptions	1 (4.8%)	7 (33.3%)	13 (61.9%)

Comments:

- I am very familiar with this information. It was somewhat unclear to me EXACTLY how this presentation was included in the workshops. Was it in workshop 2 or 3? I would have liked more discussion about how chairs received this information and how it was related to CLIMATE issues. I typically use it with Hiring workshops.
- I suspect most of those attending were familiar with this material.
- Will the slides be made available online?
- This is the primary reason we attended this workshop. So, for our group's purpose, it would have been extremely beneficial to have this section expanded. It was nonetheless very effectively presented and useful, even in the abbreviated version.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Panel presentations	0 (0.0%)	11 (52.4%)	10 (47.6%)

Comments:

- I especially liked hearing from the department chairs who participated. I would have like to spend even more time with them asking questions about how they worked with their departments to implement change and what they saw as the BIGGEST benefits of the program.

- I appreciated the ways in which the day was broken up into various modalities (e.g., small group discussions, lecturettes, panel discussions). My only concern with the panelist is that it was difficult to hear the speakers from where I was sitting in the room.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Role-playing portions of the actual workshops	2 (11.8%)	9 (52.9%)	6 (35.3%)

Comments:

- I would have liked to have discussed the case study and how it was used. Again, it remains a little unclear to me at which points chairs are asked to "role play" as opposed to "discuss" things in their small groups.
- [I] did not feel like role-playing.
- We didn't do this.
- I don't think we had time to do this.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Large group discussions/Q&A	0 (0.0%)	7 (36.8%)	12 (63.2%)

Comments:

- A lot of my questions could have been reduced if we had more in writing about the workshop sessions.

Workshop Component	Not at all Valuable	Somewhat Valuable	Extremely Valuable
Presentations on content delivered in the three workshop sessions	2 (10.0%)	4 (20.0%)	12 (70.0%)

Comments:

- It would have been more helpful to have each of the 3 workshops outlines given to us, with facilitator notes. We could have used this to follow along in the Train-the-trainer workshop. It would have been a more useful organizing tool than the agenda provided.
- Although there were several handouts, I think a handout describing the talking points and objectives of each session would be helpful rather than relying on my own handwritten notes.
- Very clear how to assess climate. Very clear why it is important. Less clear how to fund, motivate and sustain change long term (although this is a larger social problem that remains unsolved – I don't expect one workshop to solve these giant social issues for me!)

III. RATINGS AND COMMENTS ON WORKSHOP AIMS AND GOAL ATTAINMENT

	This goal was not at all met	This goal was met somewhat	This goal was absolutely met
Increased my understanding about climate and its many definitions	0 (0.0%)	5 (23.8%)	16 (76.2%)
Provided me with resources to begin the development of climate workshops at my institution	0 (0.0%)	3 (14.3%)	18 (85.7%)
Provided enough information about assessing climate in departments at my institution	0 (0.0%)	9 (42.9%)	12 (57.1%)
Identified various issues that can influence climate in a department, either negatively or positively	0 (0.0%)	4 (21.1%)	15 (78.9%)
Provided enough research about how unconscious biases and assumptions may influence climate	0 (0.0%)	7 (33.3%)	14 (66.7%)
Gave me enough information to feel confident in developing workshops at my institution	1 (4.8%)	10 (47.6%)	10 (47.6%)
Provided enough time for learning from other participants	0 (0.0%)	12 (57.1%)	9 (42.9%)
Provided advice and resources to improve climate at my institution	0 (0.0%)	5 (23.8%)	16 (76.2%)

A. WHAT PARTICIPANTS HOPED TO GAIN OR ACCOMPLISH FROM PARTICIPATION IN THE WORKSHOP

- Learn how to develop a climate workshop.
- I hope to be able to implement Department Chair climate workshops and Climate Surveys at my institution. I hope to be able to use elements from the workshops for our NSF PAID consortium.
- Enough info to bring this workshop to my institution.
- Learn how to use a tool and helpful ideas for facilitating a climate workshop among our college faculty.
- To learn what was being done there to affect climate through department chair training.
- Learn enough about the UW climate workshops to make a presentation at my institution (and to be able to suggest whether we should move in a similar direction).
- Support WISELI and my CIC colleagues. Be an observer not only of the sessions but the participants as well.
- Knowledge of how other universities improve their climate.

- I needed suggestions about how to assess and improve climate within departments.
- Discover how material on this subject should be or could be delivered.
- Awareness of the issues; momentum to address them at my institution.
- Ideas for how to impact climate at my own institution, adapted to fit our specific needs and culture.
- Best practices for a welcoming climate in my department.
- Ideas for developing resources and/or workshops on my own campus.
- Our group signed up for the workshop assuming that the content would support our interests in developing bias workshops on our campus and address climate specifically as it relates to diversity issues on campus. The workshop as it was delivered was much more general than we had anticipated, and the linkage between "climate" and "diversity" was only indirectly asserted.
- A better understanding of effective practices already in place.

B. FIT BETWEEN PARTICIPANTS' EXPECTATIONS AND THE WORKSHOP

Approximately 95% of participants reported that the workshop had met their expectations. One respondent (5%) indicated that the workshop failed to meet expectations. Explanations of participant responses follow.

- They were partially met. I hope that you post the workshop outlines, survey, results of UW dept surveys and resources that were discussed so that we can access them. I am still unclear about the step-by-step details of each of the 3 workshops and I hope that the materials will help clarify for me so that I can replicate this process.
- For the most part. I realized I am not in the best position to be a facilitator, though.
- But would have liked to have more handouts.
- I thought the program was well thought out and accessible to most administrators, if they chose to have an open mind.
- In part, yes. Certainly, the assessment part was helpful, but the how to make change was still somewhat vague.
- I like that it captured the feel of the real workshop.
- I did not really know what to expect going into it. However, I got useful information.
- See response to #6. [Previous response: *Our group signed up for the workshop assuming that the content would support our interests in developing bias workshops on our campus and address climate specifically as it relates to diversity issues on campus. The workshop as it was delivered was much more general than we had anticipated, and the linkage between "climate" and "diversity" was only indirectly asserted.*]

IV. OUTCOMES: ACTIONS TAKEN OR PLANNED AS A RESULT OF WORKSHOP PARTICIPATION

A. LIKELIHOOD OF IMPLEMENTING CLIMATE WORKSHOPS FOR DEPARTMENT CHAIRS AT HOME INSTITUTION

Response	
Not at all likely	2 (10%)
Somewhat likely	11 (55%)
Very likely	7 (35%)

B. SPECIFIC OUTCOMES OR ACTIONS TAKEN OR PLANNED AS A RESULT OF PARTICIPATION IN THE TRAINING SESSION

- [1] Develop a workshop for department chairs. [2] Use portions of the material to implement ADVANCE grant goals.
- Bring information back to our ADVANCE FORWARD committee with suggestions.
- Yesterday I proposed Climate workshops to my Vice Provost and to the PI of our NSF PAID program.
- [1] Create a presentation on the workshops for department heads across our university. [2] I will drip on the dean about the need to address climate in our college.
- I will look at the web sites indicated in the sessions and learn even more. I hope to present what I learned to the deans and chairs in my college.
- [I am] meeting next week to discuss with colleagues what the next step(s) should be. The specifics will follow.
- I know all this stuff so what I really need is more administrative support to expand what we are able to do through the WISE Program.
- I am contemplating use of the questionnaire.
- We plan to meet to consider the next step [at] our U[niversity].
- Use recommended materials; break-up sessions rather than a 1 day training.
- Spoke with administrators here about implementing measures to address unconscious bias; obtained a copy of "Beyond Bias and Barriers."
- None so far. We have yet to hold our "de-briefing" session in which we will plan actions.
- 1. Anticipate incorporating more information about climate into our year-long leadership program for new department chairs. 2. Anticipate incorporating information about climate into our New Faculty Orientation. 3. Will explore other opportunities for our Women's Faculty Cabinet and colleague in Human Resources.

C. ADDITIONAL INFORMATION NEEDED TO IMPLEMENT CLIMATE WORKSHOPS FOR DEPARTMENT CHAIRS AT HOME INSTITUTION

- I would like to get a copy of the scripts.
- Information to be gained at the local level.
- See previous comments.

- Don't know yet.
- Handouts, as mentioned above.
- Need more information about other related things going on at my own institution so we can connect to those, if appropriate.
- I am looking up all the great articles you gave us citations for. The more evidenced-based I can be, the more chance we have to effect change.
- Financial resources.
- Agendas from the three sessions.
- Readings – data that will convince scientists.
- Handouts, survey materials in electronic form, PPTs.
- We need to assess: 1) how best to fit it into our existing structures and training programs (it could become part of our existing 6 session "Training for New Chairs" program, 2) cost, 3) how to measure impact long term (and cost) [and] how sustained any climate changes are, [and] 4) Return on Investment (ROI).
- Research literature to support what we develop around climate.
- Additional information about engaging department chairs in the research re: unconscious bias and remedies for interventions in academic decision-making.
- None.

V. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. WILLINGNESS TO RECOMMEND WORKSHOP TO COLLEAGUES

Twenty out of twenty-one (95%) respondents reported that they would be willing to recommend the workshop to an interested colleague. One respondent (5%) indicated that they would not be willing to recommend the workshop to others. Comments on why respondents would (or would not) recommend the workshop follow.

- The faculty members with whom I work need a much more specific step-by-step process to be given to them before they could do this. I have a fair amount of background in facilitation, training development, working with Chairs and climate issues so it was actually easier for me to understand and make sense of the day. I don't think one of my faculty colleagues would have come away with "interest" but not the ability to replicate the workshops.
- Assuming the workshop, materials and tool can be refined based on feedback, sure.
- You laid a great foundation to build a workshop.
- You have a lot of expertise and have developed a process (and materials) that could save a colleague a lot of time (why reinvent the wheel?).
- But I think there needs to be more concrete templates set out for administrators. A couple of them at my table just kept missing the point! It was very frustrating! They just wanted to gloss over everything.
- It was well organized and informative.
- Very practical.
- Good information, good pace, nice job of holding interest of participants.

- Survey and workshops provide concrete and actionable examples of how to impact climate. The task of climate change often looks too big, amorphous and overwhelming to know where to start. This training shows how to start.
- Overall, I found the workshop well-designed and the presenters clearly knowledgeable and experienced in their fields.

B. IMPROVING THE WORKSHOP EXPERIENCE

- The room could have been bigger and warmer but it wasn't too bad for the size of [the] group.
- The room was too cold and breezy. See other comments about instructional materials.
- Room was cold, the lunch was good, screen was difficult to see.
- It was great. The only negative thing for me was something that you couldn't control (attitude of one of the participants) and as the day went on, I felt less and less like sharing. But in some ways, it was a positive, because it helped me to think about how other chairs might react to judgmental people – and how to keep the workshops "safe" for people to share.
- A little cramped, but fine.
- Nothing needs to change.
- Shorten section 1 training – it was the least useful.
- More on unconscious bias; the room was cold.
- I would have like to hear more on the impact these chair workshops have had on departments. I sounded like many departments did the initial assessment, a very few did follow-up. Did it in-fact improve climate in those departments? It seems to me that follow-up should be part of the program recommended to the chairs so they can tell if their efforts are headed in the right direction, and whether the changes are sustained.
- As you know, the back of the room was freezing and very uncomfortable, but you had little control over that issue. I did find a few things a bit repetitive throughout the day that could have been tightened up a bit so that perhaps you could have included even more content. Also, the panelists seem[ed] a bit unsure re: their role and what they were supposed to address, so the panels for me were not as useful as they perhaps could have been.
- [1] Please make the link between "climate" and faculty diversity clearer. [2] The facilities were fine (e.g., the hotel, its proximity to campus), etc. We weren't aware until too late about the Monday evening "happy hour." Knowing that might have changed our travel plans. Great to end at 4:00 p.m., to allow travel time that evening. Pre-workshop information was very useful and thorough.
- A little more space – somewhat crowded.

VI. INTEREST IN AND SUGGESTIONS FOR FUTURE ADVANCE TRAIN-THE-TRAINER WORKSHOPS

A. INTEREST IN ATTENDING ANOTHER ADVANCE TRAIN-THE-TRAINER WORKSHOP

Sixteen respondents (84%) indicated that they would be interested in attending another train-the-trainer type workshop disseminating other ADVANCE innovations. Three respondents (16%) indicated that they would not be interested in attending further workshops of this type.

B. SUGGESTED TOPICS FOR FUTURE ADVANCE TRAIN-THE-TRAINER WORKSHOPS

- More topics generated by ADVANCE campuses such as University of Michigan's STRIDE and FASTER.
- [1] Faculty recruitment, [2] unconscious bias.
- I would be interested if a more complete leader's guide could be provided as part of the workshop.
- Not sure.
- [1] Hiring practices, [2] promotion and tenure.
- More in-depth on climate.
- Anything you have experience in – you are several steps ahead of us.
- Unconscious bias.
- Developing unconscious racial and gender bias workshops for dept chairs and other academic leaders.
- Search procedures.

APPENDIX I. SURVEY INSTRUMENT



Evaluation of Training Session: Implementing Climate Workshops for Department Chairs

1

Please identify your role or position at your institution:

2

Is your institution a member of the CIC?

YES

NO

3

How did you hear about this training session? *Check all that apply.*

☐

Through the WISELI website.

☐

Through CIC connections.

☐

The announcement was forwarded to me.

☐

I was asked to go by someone at my institution.

☐ Other, please describe:

4

Please indicate the value of each of the components of the training session:

1
Not at all valuable

2
Somewhat valuable

3
Extremely valuable

Orientation to the day (Jo Handelsman)

1

2

3

Additional comments:

Small group discussions

1

2

3

Additional comments:

Your table facilitator

1

2

3

Additional comments:

Handouts and Resources

1

2

3

Additional comments:

Answering the department climate survey questions using "clickers"

1

2

3

Additional comments:

Presentation on Benefits and Challenges of Diversity and the role of biases and assumptions (Jo Handelsman)

1

2

3

Additional comments:

Panel presentations (3 panels throughout the day)

1

2

3

Additional comments:

Role-playing portions of the actual workshops

1

2

3

Additional comments:

Large group discussions/Q&A

1

2

3

Additional comments:

Presentations on content delivered in the three workshop sessions

1

2

3

Additional comments:

5

Please indicate the level to which each of the following goals was met. This training session...

1 2 3
This goal was not at all met This goal was somewhat met This goal was absolutely met

Increased my understanding about climate and its many definitions.

1

2

3

Provided me with resources to begin the development of climate workshops at my institution.

1

2

3

Provided enough information about assessing climate in departments at my institution.

1

2

3

Identified various issues that can influence climate in a department, either negatively or positively.

1

2

3

Provided enough research about how unconscious biases and assumptions may influence climate.

1

2

3

Gave me enough information to feel confident in developing climate workshops at my institution.

1

2

3

Provided enough time for learning from other participants.

1

2

3

Provided advice and resources to improve climate at my institution.

1

2

3

6

What did you hope to gain or accomplish from participating in this training session?

7

Were your expectations for this training session met?

YES NO

Please explain:

8

Would you recommend a colleague to attend this training session

if s/he was interested in implementing Climate Workshops for Department Chairs?

YES **NO**

Why or why not?

9

How likely are you to implement Climate Workshops for Department Chairs at your institution?

Not at all likely

Somewhat likely

Very likely

1

2

3

10

Please describe 2-3 specific outcomes or actions that you have taken or will take due to participating in this training session:

11

What other types of information do you need to implement Climate Workshops for Department Chairs at your institution?

12

Please provide suggestions to improve this training session, including comments about the facilities (temperature of room, food, etc.):

13

Would you be interested in attending another train-the-trainer style workshop disseminating other ADVANCE innovations?

YES

NO

If YES, on what topics?

SUBMIT

Survey Page 1

WISELI Research/Evaluation Report:

Winchell, Jessica. August 18, 2009. “Running a Great Lab: Workshops for Principle Investigators: Evaluation of the 2008-2009 Workshop Series.”

RUNNING A GREAT LAB: WORKSHOPS FOR PRINCIPAL
INVESTIGATORS:
EVALUATION OF THE 2008-2009 WORKSHOP SERIES

Submitted to:

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Submitted by:

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August 18, 2009

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I. SURVEY DEMOGRAPHICS

A. RESPONSE RATE

An electronic survey (see Appendix 1) was sent to 19 participants of the 2008-2009 workshop series on April 29, 2009. Nine participants responded to the survey, for a response rate of 47%.

B. SESSION ATTENDANCE

	N
1: Elements of a Great Lab	9 (100%)
2: How the Money Works	6 (67%)
3: How to Survive and Get Tenure	8 (89%)
4: Creating a Successful Lab Environment	5 (56%)
5: Recruiting and Hiring the Best People	6 (67%)
6: Mentoring	5 (56%)
7: Project Management, Data Management and Ethics	1 (11%)
8: Grant Writing Tips and Advice	5 (56%)

II. RATINGS AND COMMENTS ON THE WORKSHOP EXPERIENCE

A. USEFULNESS OF INDIVIDUAL WORKSHOP SESSIONS

	Not at all useful	Somewhat useful	Very useful	Did not attend
1: Elements of a Great Lab	1 (11%)	1 (11%)	7 (78%)	0 (0%)
2: How the Money Works	0 (0%)	1 (11%)	5 (56%)	3 (33%)
3: How to Survive and Get Tenure	0 (0%)	2 (22%)	7 (78%)	0 (0%)
4: Creating a Successful Lab Environment	0 (0%)	1 (11%)	4 (44%)	4 (44%)
5: Recruiting and Hiring the Best People	0 (0%)	0 (0%)	6 (67%)	3 (33%)
6: Mentoring	0 (0%)	0 (0%)	5 (56%)	4 (44%)
7: Project Management, Data Management and Ethics	0 (0%)	0 (0%)	1 (11%)	8 (89%)
8: Grant Writing Tips and Advice	1 (11%)	3 (33%)	1 (11%)	4 (44%)

B. SATISFACTION WITH GENERAL ASPECTS OF THE WORKSHOPS

	Very satisfied	Somewhat satisfied	Not at all satisfied	Not applicable/ Did not use
Having food and snacks available	7 (78%)	2 (22%)	0 (0%)	0 (0%)
Location of the sessions	8 (89%)	1 (11%)	0 (0%)	0 (0%)
The facilitators	6 (67%)	3 (33%)	0 (0%)	0 (0%)
Email reminders	7 (78%)	2 (22%)	0 (0%)	0 (0%)
Web resources available	4 (44%)	2 (22%)	0 (0%)	3 (33%)
"Making the Right Moves" book	7 (78%)	2 (22%)	0 (0%)	0 (0%)
Handouts and articles	5 (56%)	3 (33%)	0 (0%)	1 (11%)

C. PARTICIPANTS' REASONS FOR NOT ATTENDING INDIVIDUAL WORKSHOP SESSIONS

	Topic was not useful	Scheduling conflict	Information not interesting	Too busy to attend	Session was not a priority
1: Elements of a Great Lab	0	0	0	1	1
2: How the Money Works	0	1	0	2	0
3: How to Survive and Get Tenure	0	1	0	1	0
4: Creating a Successful Lab Environment	0	1	0	2	1
5: Recruiting and Hiring the Best People	0	1	0	2	0
6: Mentoring	0	3	0	0	1
7: Project Management, Data Management and Ethics	0	3	0	3	2
8: Grant Writing Tips and Advice	0	0	0	4	0
	0	10	0	15	5

D. BEST ASPECTS OF THE WORKSHOP SERIES

- Inviting the speakers to share their experiences.
- Informal setting, open discussion, good choice of speakers.
- Good lecturers most of the time.
- Mentoring content.

- The tenure session and the money session were outstanding.
- [1] The best was seeing other new faculty often enough that we could sort of get to know each other – would have liked to have more interaction with them. [2] Liked the times and the places. [3] Very relevant topics.
- Format, content, location.

E. WORST ASPECTS OF THE WORKSHOP SERIES

- No[ne].
- Not enough participants sometimes.
- I can only think of one, and it's not that bad either. Sometimes the conversations were a bit "bio" focused – and not very applicable to someone in physical sciences (with no wet lab).
- The first and last sessions were not useful.
- As stated above, would have liked more opportunities to interact with the other new investigators around campus.
- All positive.

III. MOTIVATIONS AND EXPECTATIONS OF WORKSHOP PARTICIPANTS

A. REASONS PARTICIPANTS REGISTERED FOR THE WORKSHOP SERIES

- I am interested in getting the help on making a successful career.
- I'd like to do everything right from the beginning.
- I'm totally new to managing a lab, so obviously I know I have a lot to learn from people experienced in doing this.
- To get some tips on managing a lab.
- It appeared to be a great resource for a new junior faculty member.
- I thought it could be useful.
- Thought it would be useful to get a bunch of info up-front on relevant topics.
- Topics [were] of interest.

B. CONGRUENCE BETWEEN PARTICIPANT EXPECTATIONS AND WORKSHOP EXPERIENCE

Seven respondents (78%) reported that the workshop series met their expectations. Two other survey respondents (22%) commented that the series partially met their expectations.

Respondents' explanations of their responses to this item follow.

- It has been the most useful resource offered on campus to junior faculty so far.
- Yes. There was ample time for questions for most of the sessions.
- I was hoping to get some general advice and ideas on how to more effectively run a lab – I definitely got that.
- 75%
- Yes and no. The sessions that were planned out, in which the designated speakers gave us information, were really helpful. The unplanned "brainstorming" sessions where the new investigators sat around and made suggestions were not useful.
- Very useful series, would recommend to new PIs.

- Addressed most of what I expected.

IV. WORKSHOP OUTCOMES

A. IMMEDIATE USE OF THE WORKSHOP INFORMATION

Eight respondents (89%) reported that they have used information from the workshop in their role as a PI. One respondent (11%) reported that they had not. Comments as to how respondents have used workshop information in their role as a PI follow.

- Grant writing tips.
- I have reflected on the mentoring a lot, and am trying to incorporate some of the good ideas into my current mentoring of a PhD student.
- From the creating a successful environment workshop – making sure everyone in the group knew what the others were doing. Laying it all out for all to see.
- Lab management, tenure-track documents.

B. EXPECTATIONS FOR FUTURE USE OF THE WORKSHOP INFORMATION

Nine respondents (100%) reported that they expect to use information from the workshop in the future in their role as a PI.

- Hard to describe in detail. But it is very useful for sure.
- Mentoring ideas in particular. Proactively managing and keeping records of uses of grant money.
- I will take a look at one of the examples of tenure packages. Once I have a designated funding number assigned only to me I will use Snapshot.
- Personnel management.

V. COMMENTS AND SUGGESTIONS ON WORKSHOP CONTENT

A. APPROPRIATENESS OF THE LEVEL OF THE WORKSHOP CONTENT

Seven respondents reported that the level of the workshop information was “just right.” No respondents indicated that the information was too advanced or too basic. Two respondents indicated an “other” response. Their explanatory comments follow.

- I am really between levels 2 [just right] and 3 [too basic].
- Depended on the session.

B. SUGGESTIONS FOR ADDITIONAL WORKSHOP TOPICS

- No[ne].
- Nothing in particular. It covered a lot of topics.
- Can't think of any.
- Maybe too specific, but learning all the hoops to get through to get the lab running – IACUC, bio-safety protocol, chemical hygiene plans – all were learned on the fly.
- A little more on teaching part, invite good teacher and some success stories.

VI. GENERAL COMMENTS AND SUGGESTIONS

A. WILLINGNESS TO RECOMMEND WORKSHOP SERIES TO COLLEAGUES

Eight respondents (89%) reported that they would recommend the workshop series to colleagues. One respondent (11%) indicated that they would partially recommend the series to colleagues. Comments as to why (or why not) they would make this recommendation follow.

- I learned a lot from this.
- A lot of useful things to learn or be reminded of.
- I'd recommend they carefully select which sessions to attend.
- A lot of things to learn.

B. OTHER COMMENTS FOR THE WORKSHOP DEVELOPER

- I want to say the developer did a great job. The series of the topics really help me a lot on getting the ideas on how the system works, what kind of challenges I will face, how to get help if I need it. Though I did not attend all topic discussions due to the schedule conflict, I found the information from the ones I attended was so useful. I strongly recommend the section should go on and every new faculty should consider attending the section.
- Thanks a lot for doing this. I will keep the handouts and refer to it quite often later. They are very helpful.
- I really enjoyed it and learned a lot. Thanks!
- Appreciate the effort.

APPENDIX I. SURVEY INSTRUMENT

Running a Great Lab: Workshops for Principal Investigators - Final Evaluation

1 Which sessions did you attend?

- ☐ Session 1: Elements of a Great Lab
- ☐ Session 2: How the Money Works (Gene Masters & Becky Torrisi)
- ☐ Session 3: How to Survive and Get Tenure (Caitlyn Allen)
- ☐ Session 4: Creating a Successful and Productive Lab Environment (Don Schutt)
- ☐ Session 5: Recruiting and Hiring the Best People (Gary Roberts & Meghan Owens)
- ☐ Session 6: Mentoring (Jo Handelsman)
- ☐ Session 7: Project Management, Data Management and Ethics
- ☐ Session 8: Grant Writing Tips and Advice (Amy Charkowski, Adel Talaat & Paul Wilson)

2 Please rate the usefulness of the information presented in each session.

	1 Not at all Useful	2 Somewhat Useful	3 Very Useful	Did not Attend
1: Elements of a Great Lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2: How the Money Works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3: How to Survive and Get Tenure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4: Creating a Successful and Productive Lab Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5: Recruiting and Hiring the Best People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6: Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7: Project Management, Data Management and Ethics

1	2	3	
---	---	---	--

8: Grant Writing Tips and Advice

1	2	3	
---	---	---	--

- 3 Please indicate your primary reason for missing any of the sessions you did not attend.

1 Topic was not useful	2 Scheduling conflict	3 Information not interesting	4 Too busy to attend	5 Session was not a priority
------------------------------	-----------------------------	-------------------------------------	-------------------------	------------------------------------

1: Elements of a Great Lab

1	2	3	4	5
---	---	---	---	---

2: How the Money Works

1	2	3	4	5
---	---	---	---	---

3: How to Survive and Get Tenure

1	2	3	4	5
---	---	---	---	---

4: Creating a Successful and Productive Lab Environment

1	2	3	4	5
---	---	---	---	---

5: Recruiting and Hiring the Best People

1	2	3	4	5
---	---	---	---	---

6: Mentoring

1	2	3	4	5
---	---	---	---	---

7: Project Management, Data Management and Ethics

1	2	3	4	5
---	---	---	---	---

8: Grant Writing Tips and Advice

1	2	3	4	5
---	---	---	---	---

- 4 Why did you register for this workshop series?

	▲
	▼

5 Did this workshop series meet your expectations?

Please explain:

6 Have you used any of the information given to you thus far in your role as a PI?

Please provide an example:

7 Do you think you will be using the information in the future in your role as a PI?

If YES, how?

8 In general, did the level of the workshop content match what you need to know? *(Please check the item that best describes your experience in the workshop.)*

- ☐ The information is too detailed/advanced - I want more basic information
- ☐ The level of the information is just right
- ☐ I already know most of what is being presented - I want more advanced information
- ☐ Other, please explain:

9 How comfortable do you feel asking questions and participating in

discussions during the workshop?

Not at all comfortable	Somewhat comfortable	Very comfortable
1	2	3

- 10 What do you think of the amount of time devoted to the following workshop components?

1 Not enough time	2 Just the right amount of time	3 Too much time
Presentation/lecture on workshop topics		

1	2	3
Discussion among participants		

1	2	3
---	---	---

- 11 Please indicate your level of satisfaction with the following aspects of the workshops, in general:

1 Very Satisfied	2 Somewhat Satisfied	3 Not at all Satisfied	4 Not applicable/ Did not Use
Having food and snacks available			

1	2	3	4
---	---	---	---

Location of the sessions

1	2	3	4
---	---	---	---

The facilitators

1	2	3	4
---	---	---	---

Email reminders

1	2	3	4
---	---	---	---

Web resources available

1	2	3	4
---	---	---	---

"Making the Right Moves" book

1	2	3	4
---	---	---	---

Handouts and articles

1	2	3	4
---	---	---	---

- 12 What other topics should have been covered or would have been of interest to you?

- 13 In your opinion, what are the three best features of the workshop?
(Can pertain to anything that is workshop-related, including format, content, schedule, location, etc.)

- 14 In your opinion, what are the three worst features of the workshop?
(Can pertain to anything that is workshop-related, including format, content, schedule, location, etc.)

- 15 Would you recommend your colleagues to attend this workshop series?

YES NO

Why or Why Not?

- 16 Please share other comments about the workshop series that you would like the developers to know.



WISELI Research/Evaluation Report:

Winchell, Jessica. October 18, 2009. "Searching for Excellence & Diversity: Evaluation of the Workshop Presented to Union and Skidmore Colleges on May 12, 2009."

SEARCHING FOR EXCELLENCE AND DIVERSITY:
EVALUATION OF THE WORKSHOP PRESENTED TO
UNION AND SKIDMORE COLLEGES ON MAY 12, 2009

Submitted to:

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October 18, 2009

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I. DEMOGRAPHICS OF SURVEY RESPONDENTS

An email survey was deployed to participants of the hiring workshop presented at Union College on May 12, 2009. An initial survey (Appendix I), deployed on May 12, reached 27 participants from Skidmore College. Nine individuals responded to this initial survey. A second survey (Appendix II), which targeted the 49 participants who did not receive an invitation to participate in the initial survey or who did not complete the initial survey, was deployed on August 30, 2009. Nineteen individuals responded to this second survey.

Out of a total of 58 workshop participants surveyed, a total of 28 responses were received for an overall response rate of 48%.

Institutional affiliation	N (%)
Skidmore College	12 (43%)
Union College	14 (50%)
Renssealer Polytechnic Institute	1 (4%)
Unknown	1 (4%)

Title/Role on campus¹	N
Professor	12
Dean	3
Director	5
Department Chair	3
Other	1

Currently/will be serving on a Search Committee	N (%)
Yes	9 (32%)
No	19 (68%)

¹ Individual respondents may be included in more than one category.

Role on Search Committee²	N (%)
Chair of Committee	2 (22%)
Member of Committee	6 (67%)
No response	1 (11%)

How participants heard about the workshop offering	N (%)
Email/On-campus publicity	6 (21%)
Word of mouth/Other faculty	9 (32%)
WISELI/ADVANCE grant	5 (18%)
Other	3 (11%)
No response	5 (18%)

II. RATINGS AND COMMENTS ON WORKSHOP CONTENT

(Note: Written comments in this document are verbatim responses from workshop participants, altered in some cases to remove identifying information.)

Overall rating of workshop	N (%)
Not at all useful	0 (0%)
Somewhat useful	9 (33%)
Very useful	18 (67%)

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Introduction	0	15	5	6

² Among those reporting they are or will soon be participating on a Search Committee.

	(0%)	(58%)	(19%)	(23%)
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Comments:

- Too much time has passed for me to rate individual presentations. Over all the program was very helpful and should be brought to a wider audience.
- This comment will apply to this whole evaluation. I found the substance of the presentations immensely valuable, though the delivery was uneven. The handbook “Searching for Excellence & Diversity” is a real treasure-chest.
- Not much new in the remarks that was not already highlighted in the Presenter's Facilitators' Guide.
- Time is short; some of these welcomes and thank-yous, etc., were unnecessary.
- I find it difficult to rate each section. Please see general remarks below.
- The story about the surgeon who couldn't operate on the boy was very effective, although I don't recall if it was presented in the Intro or elsewhere. Examples that trip us up and make us aware of our unconscious biases are really powerful and would be useful in preparing search committees.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #1: Run an Effective and Efficient Search Committee	0 (0%)	4 (15%)	19 (73%)	3 (12%)

Comments:

- Too much time has passed for me to rate individual presentations. Over all the program was very helpful and should be brought to a wider audience.
- Useful tips on the preparatory work the search committee needs to tackle. Learning about the legal issues was very important.
- Extremely helpful, especially Eve on setting up the committee and Chuck on legal issues. We really need those legal perspectives. I suspect we had additional questions here, but there wasn't time for them.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #2: Actively Recruit an Excellent and Diverse Pool of Candidates	0 (0%)	8 (32%)	16 (64%)	1 (4%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- Very useful. Comparison between practices at both institutions was thought provoking. Small group discussion was very useful.

- Not sure which section this was, but the info on the committee, the protocol of interactions, and discussion of values (which I have in my notes as part II) was very useful. The part I recall specifically about recruiting was less interesting: a lot of this has to do with websites and where to put ads (easy to do on the handout), so perhaps that part could be shortened?
- Filling this out months after the workshop, I am struck by how little I recall. Exactly how much one can do to explicitly recruit a diverse pool is a question that I have struggled with for a while, always receiving a vague and unsatisfying answer when I ask people in our administration. I don't recall that this question was answered clearly in the workshop either, but I do not have my notes to consult. I am hoping to get this clear in my mind once and for all before our next search, which will occur in the next year or two. Exactly when does "actively recruiting" women and minorities cross into bias against white males? Our administration seems very timid on this question, discouraging us from being too proactive.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #3: Evaluating the Pool of Applicants: Part I	0 (0%)	9 (35%)	15 (28%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- The presentation regarding unconscious assumptions and biases was excellent and gave us materials to bring back to our campuses.
- Sorry – not sure if I'm remembering which part is which (pictures of your various people would help, since I didn't get to know any of them) – I think this is the part with statistics re[garding] how people read and see in biased ways, it was very good.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #3: Evaluating the Pool of Applicants: Part II	1 (4%)	9 (35%)	14 (54%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- The data on bias was particularly useful.
- Some of the information here I already knew.
- The case study here was where we read the committee dialogue scenario? I found this not particularly useful at our table, since it all seemed pretty obvious. Perhaps if this were a

presentation to "non-believers" it would be useful, but pretty much at our table people were sensitive to issues of diversity. Seemed unnecessary.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #4: Ensure a Fair and Thorough Review of Candidates	0 (0%)	7 (27%)	17 (65%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- Good.
- Very helpful, especially how to deal with [a] large applicant pool, advice re[garding] taking time when [we] read, etc..

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #5: Develop and Implementing an Effective Interview Process	0 (0%)	3 (12%)	20 (80%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Over all the program was very helpful and should be brought to a wider audience.
- I'm still a bit fuzzy on how to answer if a candidate asks me directly about, for example, the quality of our campus childcare center. The discussion was helpful.
- Excellent. The discussion in pairs was very revealing.
- This was very useful [and] practical. We saw how we could improve what we currently might be doing; table discussion was excellent.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Element #6: Successfully Hiring Your Selected Candidate	0 (0%)	8 (31%)	16 (62%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- Fuzziness on what discussions are OK and [are] NOT OK continued into this portion. I certainly learned more regarding what is NOT OK. One person at my table observed that the proceedings were becoming surreal.

- Ok, but while I see why you wanted us to share horror stories of our own hirings (I think that was this section?), I think this conversation was less helpful. It was fun, but anecdotal. I had other things I wanted to talk about and ask about. So [it] seemed like wasted time. Some good advice offered that will be useful perhaps.

Workshop Component	Not at all Valuable	Somewhat Valuable	Very Valuable	Didn't Attend/Don't Remember
Conclusion	0 (0%)	13 (50%)	11 (42%)	2 (8%)

Comments:

- Too much time has passed for me to rate individual presentations. Overall the program was very helpful and should be brought to a wider audience.
- Ok – nothing earth-shattering.

III. OUTCOMES: GAINED KNOWLEDGE AND RESOURCES THAT PARTICIPANTS WILL APPLY IN THEIR ROLE ON A SEARCH COMMITTEE

Respondents were asked *to 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*; their responses are as follows:

- Suggestions for structuring the on-campus interview; legal guidance re[garding] confidentiality.
- We will incorporate information about unconscious bias and will use targeted recruiting.
- 1. Right from the start, I will seek a consensus about criteria and a commitment to building a strong and diverse pool. 2. I will engage the committee in active recruiting. 3. I will use the suggested strategies to ensure a balance of voices on the committee.
- [1] Places to advertise. [2] Subtlety of bias. [3] How well my department already does what the workshop counseled.
- 1) How to work with the search committee before the search begins to define responsibilities, design the search and develop objective evaluation criteria. 2) I will present concrete examples of bias, discuss them and work with the committee to avoid bias in candidate evaluation. 3) The importance of active recruitment.
- [1] Having [a] list of questions. [2] Interviewing in pairs. [3] Advertising in more places for [a] diverse pool.
- I learned that I can be legally compelled to produce anything I write down about a job search.
- At the institutional level, we will explore ways of improving our recruitment practices in terms of time frame and accountability.
- 1. Importance of institution beginning early – long before a search – to establish its reputation as a place friendly to diversity hiring. 2. Need for explicit challenge of assumptions, perhaps especially that of "excellence."

- 1. Having a really focused discussion before the hiring process to clarify what people are looking for (everyone speak around the table). 2. Have a conversation up-front about personal notes, committee notes, NOT using email for any evaluative comments, etc. All [of] those legal issues that loom over us. 3. Be careful for everyone involved – including the secretary – about what cannot be asked said. I like the idea of always hav[ing] two people interview together, not one alone.
- What questions to ask and not [to] ask.
- The booklet will be useful. I will encourage my dep[artment] to have a full discussion of what our department values are, and what we seek in a candidate, before we prepare an ad[vertisement].
- Better practices, awareness of legal issues.
- [1] Good discussion of bias. [2] Good information about privacy rights, etc. [3] Good small group discussions.
- It was nice to have a good review of the legal pointers.
- (1) Record keeping and retention of electronic discovery and data preservation. (2) Potential bias in reviewing letters of recommendation. (3) Issues about the content of job ad[vertisement].
- You need to have a diverse pool and you need to work hard on getting that pool!
- It's OK to solicit applications (as long as general advertising is done). Women do not fight for themselves. Women are not described well in letters of recommendation.
- (1) Suggestions on faculty recruitment. (2) Description of studies showing bias in hiring process. (3) Discussions with fellow workshop participants.
- 1. Bias can occur unintentionally. 2. Constant reminder that bias is inherent in the way we do things, and constant awareness is the best way to avoid it. 3. Women can be as gender bias[ed] as men!
- [1] Tips for enlarging the pool. [2] Ideas for improving the interview process. [3] The knowledge that everyone needs to help out.
- One thing I learned is that when making hiring decisions, it might be more fair if people are able to cast their vote say one day after a department discussion as opposed to right at the meeting.
- To “cast a much wider net” when advertising a position. Previously, we thought that everyone who is looking for a job will look at *Science*.
- The one idea that stuck with me was that if one can remind oneself of potential biases while reviewing applications or interviewing candidates, it is easier to avoid those biases. This is a powerful idea that I'd like to know more about.

IV. SUGGESTIONS AND RECOMMENDATIONS GIVEN BY SURVEY RESPONDENTS

A. Improving the workshop experience

- More for local organizers. Many facilitators traveled a distance to the evening session on Monday, and grazed politely at the very nice reception, anticipating that dinner would accompany our discussion. At 6:30 all food and liquid (no water! no tea! no coffee!) Disappeared, and nothing else was available for the duration of the session. Clearly,

incorrect assumptions were made. Looking around the table, it was evident that I was not the only one whose blood glucose was plunging at the end of a long day; we were not at our physiological best. Please give CLEAR advanced notice if we are to work through the customary dinner hour without dinner, so that we can either load up a plate with crackers and grab a bottle of water at the end of the reception, or bring our own sandwich, which I would happily have done had I known the situation — budgets are tight. However, attending to physiological needs is not optional if a group is to do its best work.

- This was a good workshop. However, most of it was not new to many of us, and the people to whom it may have been new, and most helpful, weren't there. Also, some people left with questions about the difference between the concepts and practices of "bias-free" and "affirmative action," believing that the latter may not be bias-free but may be desirable nevertheless.
- [We] needed more time for questions and for group discussions; it was so helpful having faculty from Union say how they do things – I wanted more time for that. I do think some of the presentations could be shortened, and you can eliminate the case study.
- There was way too much time with us listening to a speaker at a podium. The small group activities were given so little time. Please increase the small group time (quite a bit) and reduce the lecture time (also quite a bit). In general, I also felt that the total time of the workshop could be reduced. People start to feel resentful if too much of their time is taken, when the same thing could be accomplished in less time.
- Better power point presentation. Don't just read the slides.
- More time devoted to the small groups. Those were too rushed.
- Since the workshop was so long ago, I can't remember!
- The "pedagogies" seemed to me not sufficiently engaging. A lot of lecturing, and the interactive sessions were short and undeveloped. Many of the principles voiced in the talks were familiar but it's when you're in that committee meeting dealing with recalcitrant senior faculty that the real challenges emerge. More role playing, more time to digest and discuss, less lecturing.
- Only [now] being more closely involved in a search process myself – I'd now like to know how to find a teacher in a particular field. But at the time I attended, I wasn't in a position to know that I needed such a person and so couldn't ask.
- Any further advice on dealing with cavemen senior faculty would help me tremendously.
- A scenario about the hiring and ask participants to comment on what the players do – right, wrong, a fine line with its potential implications. This scenario would serve as a practical exercise that uses material discussed in the workshop.
- More hands-on materials.
- None – it was well done.
- I really liked the workshop so I don't have any specific suggestions on how to improve it.
- More time for discussions at our tables.
- Supply a hiring checklist for search committees which incorporate aspects of each presentation.

B. Topics that participants hoped would be covered in the workshop, yet were not

- There is a tension between being not biased (your topic) and Affirmative Action. We're LOOKING for diversity in my department – but your program was about not being biased about hiring and, of course, you wanted to make pools more diverse and open up hiring (which would result in more diverse faculty; I do realize that – I see your points). But I think this tension needed discussion (you simply said they're not the same). If it is illegal/unethical to NOT hire someone at least partly on the basis of race, is it legal/ethical to HIRE someone partly on that same basis? That was a question I didn't get to ask or really talk about.
- None.
- More legal, state and federal requirements.
- Fine.
- As above.
- Evaluate a candidate for promotion which may subject to a similar bias as in a search process.
- None.
- One issue that I have thought about is the issue of looks playing a role at an interview.
- The same topics again...with more discussion time for developing implementation tools.
- Again, I can't address questions 5-8 with specifics.

C. Would you recommend this workshop to others?

Twenty-seven survey respondents (96%) reported that they would recommend the workshop to colleagues. One respondent (4%) did not provide a response to this item. Comments regarding this question are as follows.

- Bias awareness examples were particularly illuminating; good detail on all components of a search.
- It was insightful and thought-provoking and offered sound practices.
- I would rank it 2 1/2 (rather than the 2 above [overall rating of the workshop]). It was excellent in a number of ways; less useful in some others.
- It was informative and provocative. I think we will even probably make institutional changes in our search procedures!
- I would have like a third choice: yes, but with reservations. [This is] related to what I wrote above.
- I hate to be cynical but I think the individuals that need to be at the workshop won't go. It should be required by the college every five years. It might be that if you are on a search committee you have to attend a one hour session.
- Good to think about these issues explicitly.
- Important topic, useful information and techniques.
- Lots of valuable tips that could tip the balance and make for more successful searches.

- If there are problems in a unit's hiring procedures, this workshop will help address them. If there are no problems, this workshop provides confirmation and reinforcement of good practices as well as some useful information about venues for advertising for prospects.
- It was a lot of time for not all that much information delivered but on balance it came out slightly positive.
- There is some useful information that is worth reminding all involved in a search process.
- Enlightening.
- This workshop should be required for all search committees – those that do not recognize that a problem exists (and so wouldn't attend voluntarily) tend to be the worst offenders.
- Everyone has something to learn!
- It definitely gave me a lot to think about.
- Extremely useful.
- I think it is extremely important for consciousness raising and to make others aware of the realities of how conscious and unconscious biases make their way into the search process.

D. Improving institutional efforts to recruit and hire diverse and excellent faculty

- Work on active recruitment techniques.
- We will come together as a group and reconsider our practices. The trainers will be able to help the departments to review and adjust their protocols.
- I think the sort of training that could come out of your session will lead to better hiring practices in general, and certainly has the potential to create more diverse pools. So I urge them to make use of a number of your specific ideas and train search committees. I think [the] most effective (tho[ugh] this is not happening anytime soon) [approach] will be to open more tenure lines, particularly in cases where women and minorities teach areas not traditionally taught (gay/lesbian topics, Women's Studies, Black Studies, Afro-American [and] Asian-American topics, etc.). It's VERY hard for a department to eliminate an established area of the field.
- Include a diversity officer in department deliberations. Offer all candidates a confidential interview to answer questions. As above – interview in pairs, make [a] list of questions ahead [of time].
- Similar discussions are being brought forward from the Provost's office so it will be quite widely disseminated through deans and dept heads.
- I do think we should be following ALL of the advice in the Wisconsin handbook. But I also think we need to be thinking ahead, during our searches, to the need to build a consensus in our departments and faculties about 1) support for faculty of color, women, and international faculty and 2) criteria for retention. We have barely begun this crucial work.
- Our problems seem to be more retaining the diverse faculty we do hire – we don't treat them as well as we might when they're here, it seems.
- Break up department strongholds.
- No.

- Make higher salary/startup offers for faculty who contribute to diversity on campus.
- Search Committees, Promotion Committees, and [the] Faculty Review Board should be exposed to the relevant literature through on-going workshops that are fully supported by administrators.
- Yes, starting with Human Resource weaknesses and website issues.
- Be more organized in searches. Develop goals before the search starts.
- Make sure to send the signal that we want to have a diverse and excellent faculty and then pay extra attention to any application coming from an under-represented group.
- Attempt to have at least one person on each search committee who has attended this workshop.
- Raising awareness is important! Keep it in the forefront. Find an ally on each committee (preferably) or in each dept that is hiring and make sure that they are aware of the biases.

E. Ongoing training and education to search committee members

- I hope that committees will have explicit discussions on bias and bias awareness.
- See 11. [Previous response: We will come together as a group and reconsider our practices. The trainers will be able to help the departments to review and adjust their protocols.]
- Have a mandatory session for any department doing a hiring. "Refresh" the training every other or every third year or so for departments that continually hire.
- No.
- This is happening already via provost.
- No particular advice except that we should be doing it – and providing similar training and education to all committees working on reappointment, promotion and tenure decisions.
- No, I think we do this reasonably well already. Whether people listen to that advice is a whole separate matter, of course.
- The college should establish a committee to provide ongoing training and education and make this function a priority by providing necessary supports and recognition.
- Focus on retention and recruitment of all employees not just faculty.
- Train the search committees – we were a general mix of trainees.
- This workshop would be appropriate for any Chair [of] our Campus' department[s].
- I would love to see a workshop like this offered on campus every 3-4 years.

V. GENERAL COMMENTS

- Thanks! Some excellent discussions, and I learned a great deal.
- Thanks – your handouts look great.
- If you need feedback about particular presentations, you must survey much closer to the event in order to get accurate information. After this amount of time, these eight presentations have become something of a general impression.
- Thank you for conducting this workshop, and don't stop doing this work!

- Excellent program.
- Very worthwhile experience.
- Great workshop – a lot of work went into it and I am sure that it made a difference!
- No.
- I stayed for the afternoon session and found it to be quite poor. It never seemed to get off the ground and I found myself wishing it to be over (which it was rather quickly). Once again, I apologize for my lack of comments. I actually had a lot to say immediately after the workshop but 4 months later I can't say much without my notes.

APPENDIX I. SURVEY INSTRUMENT I

Searching for Excellence and Diversity: A Workshop for Search Committees Presented at Union College

1

What is your institutional affiliation?

2

Your title or role on your campus:

3

Are you currently serving on a search committee, or do you expect to be doing so within the next year?

YES

NO

If you answered yes, please tell us what your role is, or what you expect it to be.

4

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 2 3
Not at all Valuable Somewhat Valuable Very Valuable Didn't Attend

Introduction (With remarks by Suthathip (Lek) Yaisawarnng, Therese A. McCarty, and Amy Wendt)

1

2

3

Comments:

	<div><div></div><div></div><div></div></div>	
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Element #1: Run an Effective and Efficient Search Committee
(Presented by Eve Fine, Barbara Beck, and Chuck Assini)

1

2

3

Comments:

	<div><div></div><div></div><div></div></div>	
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Element #2: Actively Recruit an Excellent and Diverse Pool of Candidates (Presented by Amy Wendt and Eve Fine with Barbara Beck and Gretchel H. Tyson)

1

2

3

Comments:

	<div><div></div><div></div><div></div></div>	
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Element #3: Evaluating the Pool of Applicants: Part I (Presented by Amy Wendt)

1

2

3

Comments:

	<div><div></div><div></div><div></div></div>	
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Element #3: Evaluating the Pool of Applicants: Part II (Presented by Jenn Sheridan)

1

2

3

Comments:

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Element #4: Ensure a Fair and Thorough Review of Candidates
(Presented by Jenn Sheridan and David Hayes)

<div>1</div>	<div>2</div>	<div>3</div>	<div></div>
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Comments:

	<div><div></div><div></div><div></div></div>	
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Element #5: Develop and Implementing an Effective Interview Process (Presented by Eve Fine with Barbara Beck and Gretchel Tyson)

<div>1</div>	<div>2</div>	<div>3</div>	<div></div>
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Comments:

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Element #6: Successfully Hiring Your Selected Candidate
(Presented by Eve Fine)

<div>1</div>	<div>2</div>	<div>3</div>	<div></div>
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Comments:

	<div><div></div><div></div><div></div></div>	
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Conclusion (With remarks by Amy Wendt, Holley Hodgins and Muriel Poston)

<div>1</div>	<div>2</div>	<div>3</div>	<div></div>
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Comments:

5

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:

6

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

7

What topics did you hope would be covered in this workshop, yet were not?

8

Please provide an overall rating for this session.

Not at all Useful

Somewhat Useful

Very Useful

1

2

3

9

How did you hear about this workshop?

10

Would you recommend this workshop to others?

YES

NO

Why or why not?

11

Do you have any suggestions regarding how your institution could improve the effectiveness of their efforts to recruit and hire a diverse and excellent faculty?

12

Do you have any advice or recommendations for providing ongoing training and education to your institution's search committee members?

13

Any other comments?



Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISEL's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!



APPENDIX II. SURVEY INSTRUMENT II

Searching for Excellence and Diversity: A Workshop for Search Committees Presented at Union College

1

What is your institutional affiliation?

2

Your title or role on your campus:

3

Are you currently serving on a search committee, or do you expect to be doing so within the next year?

YES

NO

If you answered yes, please tell us what your role is, or what you expect it to be.

4

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

Didn't Attend/Don't Remember

Introduction (With remarks by Suthathip (Lek) Yaisawarnng, Therese A. McCarty, and Amy Wendt)

1

2

3

[illegible]

(Presented by Eve Fine, Barbara Beck, and Chuck Assini)

[illegible]

Candidates (Presented by Amy Wendt and Eve Fine with Barbara Beck and Gretchel H. Tyson)

[illegible]

Element #3: Evaluating the Pool of Applicants: Part I (Presented by Amy Wendt)

[illegible]

Element #3: Evaluating the Pool of Applicants: Part II (Presented by Jenn Sheridan)

20

	<div><div></div><div></div><div></div></div>	
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Element #4: Ensure a Fair and Thorough Review of Candidates
(Presented by Jenn Sheridan and David Hayes)

1	2	3	
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Comments:

	<div><div></div><div></div><div></div></div>	
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Element #5: Develop and Implementing an Effective Interview Process (Presented by Eve Fine with Barbara Beck and Gretchel Tyson)

1	2	3	
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Comments:

	<div><div></div><div></div><div></div></div>	
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Element #6: Successfully Hiring Your Selected Candidate
(Presented by Eve Fine)

1	2	3	
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Comments:

	<div><div></div><div></div><div></div></div>	
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Conclusion (With remarks by Amy Wendt, Holley Hodgins and Muriel Poston)

1	2	3	
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Comments:

5

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:

6

Please provide us with ideas or suggestions that would have improved your experience in this workshop:

7

What topics did you hope would be covered in this workshop, yet were not?

8

Please provide an overall rating for this session.

Not at all Useful

Somewhat Useful

Very Useful

1

2

3

9

How did you hear about this workshop?

10

Would you recommend this workshop to others?

YES

NO

Why or why not?

11

Do you have any suggestions regarding how your institution could improve the effectiveness of their efforts to recruit and hire a diverse and excellent faculty?

12

Do you have any advice or recommendations for providing ongoing training and education to your institution's search committee members?

13

Any other comments?



Please click on the "SUBMIT" arrow below. You will know that your results have been recorded if you see WISEL's website on *Training for Hiring Committees*. Feel free to browse through these resources. Thank you for completing this survey!

