Climate Workshops for Department Chairs

- **Introduction**
  - Why focus on Department Chairs?
  - Goals of Workshops
  - Description of Workshops

- **Participation**

- **Evidence of Effectiveness**
  - Measuring Change
  - Evidence from participating departments
  - Evidence from Campus-wide Climate Surveys
Why focus on Department Chairs?

- Individuals experience climate in their immediate workplace – the department
- Chairs can significantly influence women’s experiences in their departments
- Chairs’ perspectives of climate differ from those of other faculty, especially women faculty
  - Study of Faculty Worklife at the University of Wisconsin-Madison, 2003
**Why focus on Department Chairs?**

The climate for women in my department is good

* Significant t-test between women and men faculty at \( p < .05 \).

\( \gamma \) Significant t-test between dept. chairs and all other faculty at \( p < .05 \).
Goals of Climate Workshops

- To increase awareness of climate and its influence on the research and teaching missions of a department
- To identify various issues that can influence climate in a department
- To present research on how unconscious assumptions and biases may influence climate
- To enable chairs to assess climate in their own departments
- To provide chairs with opportunities to enhance climate in their departments by learning from each others’ experiences and ideas.
- To provide chairs with advice and resources they can use to enhance climate in their departments
Description of Climate Workshops

Series of three workshops

- Session #1
  - General Discussion of Climate
  - Present results from the “Study of Faculty Worklife”
  - Introduction to Departmental Survey

- Session #2
  - Receive Survey Results
  - Share selected results
  - Obtain advice, resources and consider possible actions

- Session #3
  - Report on sharing results with departmental members
  - Report on actions taken/changes implemented
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Participation in Climate Workshops

- To date – 26 Department Chairs have participated
  - 9 chairs from COE (90%)
  - 9 chairs from School of Medicine (including 55% of basic science departments)
  - 3 chairs from CALS
  - 4 chairs from L&S
  - 1 chair each from Pharmacy and Vet Med
Participation in Departmental Surveys

- Surveys sent to approximately 2998 individuals
- 1392 people responded for a response rate of 47%
- Larger departments tend to have lower response rates in the 30-40% range.
- Smaller departments tend to have response rates in the 60-70% range.
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Evidence of Effectiveness

- Measuring Change
  - Applying the Stages of Change Model – Formative Evaluation of Workshops
  - Assessing achievement of Goals – Summative Evaluation of Workshops
Stages of Change Model

1. **Precontemplation** - unaware that a problem exists
2. **Contemplation** – aware that a problem exists and thinking about making a change
3. **Preparation** – believing that change is possible and planning on making a change in the immediate future
4. **Action** – making a change
5. **Maintenance** – continuing to engage in the new desirable behavior and avoiding relapse


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## Evaluation of Climate Workshops

<table>
<thead>
<tr>
<th>Goals</th>
<th>Goal definitely met</th>
<th>Goal somewhat met</th>
<th>Goal was not at all met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased awareness of climate and its influence</td>
<td>14 (74%)</td>
<td>5 (26%)</td>
<td>0</td>
</tr>
<tr>
<td>Identification of various issues that can influence climate</td>
<td>15 (79%)</td>
<td>3 (16%)</td>
<td>1 (5%)</td>
</tr>
<tr>
<td>Understanding influence of unconscious biases and assumptions on climate</td>
<td>8 (42%)</td>
<td>10 (53%)</td>
<td>1 (5%)</td>
</tr>
<tr>
<td>Assessing climate in your department</td>
<td>16 (84%)</td>
<td>3 (16%)</td>
<td>0</td>
</tr>
<tr>
<td>Learning from the other participants and facilitator</td>
<td>16 (84%)</td>
<td>3 (16%)</td>
<td>0</td>
</tr>
<tr>
<td>Access to advice and resources to improve climate</td>
<td>7 (39%)</td>
<td>10 (56%)</td>
<td>1 (6%)</td>
</tr>
</tbody>
</table>
“I expected to (and did) obtain a better understanding of climate-related issues and how to deal with them constructively.”
“I really wanted to know whether the climate in my department was as positive and supportive as I perceived it to be. The workshop reinforced this idea but also pointed out a couple of problem areas that we are addressing.”
Stages of Change Model

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### Evaluation of Climate

<table>
<thead>
<tr>
<th>The climate is:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly more positive</td>
<td>2 (11%)</td>
</tr>
<tr>
<td>Somewhat more positive</td>
<td>12 (63%)</td>
</tr>
<tr>
<td>The same as it was before</td>
<td>5 (26%)</td>
</tr>
<tr>
<td>Somewhat more negative</td>
<td>0</td>
</tr>
<tr>
<td>Significantly more negative</td>
<td>0</td>
</tr>
</tbody>
</table>
## Evidence from Participating Departments

<table>
<thead>
<tr>
<th>Departments Resurveyed</th>
<th>Mean 1\textsuperscript{st} Survey</th>
<th>N</th>
<th>Mean 2\textsuperscript{nd} Survey</th>
<th>N</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department A</td>
<td>3.21</td>
<td>24</td>
<td>3.71</td>
<td>56</td>
<td>0.5</td>
</tr>
<tr>
<td>Department B</td>
<td>3.07</td>
<td>15</td>
<td>3.29</td>
<td>17</td>
<td>0.22</td>
</tr>
<tr>
<td>Department C</td>
<td>3.82</td>
<td>60</td>
<td>4.25</td>
<td>53</td>
<td>0.43</td>
</tr>
<tr>
<td>Department D</td>
<td>3.79</td>
<td>124</td>
<td>3.63</td>
<td>86</td>
<td>-0.16</td>
</tr>
<tr>
<td>Overall Mean Score</td>
<td>3.47</td>
<td></td>
<td>3.72</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>Survey Questions</td>
<td>1st Survey Mean</td>
<td>2nd Survey Mean</td>
<td>t-score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others in the department respect my opinions.</td>
<td>3.66</td>
<td>3.83</td>
<td>-1.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others recognize how my work contributes to the mission or purpose of my department.</td>
<td>3.49</td>
<td>3.71</td>
<td>-2.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is somebody in the department who promotes my professional development.</td>
<td>3.18</td>
<td>3.50</td>
<td>-2.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My work is commensurate with my training and experience.</td>
<td>3.81</td>
<td>3.98</td>
<td>-1.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the same level of responsibility and recognition as those whom I consider my peers.</td>
<td>3.48</td>
<td>3.70</td>
<td>-2.06</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence from Campus-Wide Surveys

- “Study of Faculty Worklife at the University of Wisconsin-Madison”
  - deployed in 2003 and 2006
  - distributed to all tenured and tenure-track faculty (campus-wide)

- Response rates:
  - 2003 – 60%
  - 2006 – 55%

- Results received April 26, 2006 – so findings reported are very preliminary!
Percent Agree: The Climate for Women In My Department is Good

Women

Men

Chairs
Participating Non-Participating

Percent Agree: I Feel Like I "Fit" In My Department

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
<th>Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
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</tbody>
</table>
Conclusions and Caveats

- What about the final stage of change
  Maintenance - continuing to engage in the new desirable behavior and avoiding relapse
Conclusions and Caveats

- Institutional Transformation takes TIME
- Constraints on ability to undergo “transformation”
  - Culture of Institution – Hierarchical? Driven by strong faculty governance system?
  - Size of Institution
  - Availability of Resources – time, personnel, funds
  - Support of Top Administrators
  - Turnover of Administrators and Chairs.
Thank you!