University of Rhode Island

ADVANCE Project & Work Environment Survey Results

Preliminary Findings, September 2005
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ADVANCE PROJECT GOALS:

1. Develop & share comprehensive understanding of status of women STEM faculty.
2. Increase the number of ranked women STEM faculty.
3. Advance the careers of all women faculty, especially STEM faculty.
4. Improve the available network of support for all women faculty, especially STEM faculty.
5. Increase administrative collaboration to engage in and promote organizational change.

19 institutions → With Common Goals

Recruitment
- Faculty Fellows Program
- Supplemental Funding
- Workshops
- Incentive Awards
- Mentor Training

Career Development
- Family Leave Policy
- Dual Career Couples
- Best Recruitment Practices

Policy and Practices Review
- Department Climate Workshops
- Faculty Liaison Program

Climate Change
- Work Environment Survey
- Pro-Change Evaluation
- Focus Groups

Work-Life Survey at URI

Primary Components:
- Adapted from Univ. of Michigan & Utah State, tapered to URI
  - Transtheoretical Model (TTM) staging measure

Data collection components:
- Employment data (appointment, tenure clock, resources, start-up)
- Productivity data (teaching, service, leadership, publications, etc.)
- Recognition, awards
- Career satisfaction
- Mentoring
- Work Environment (level of influence, gender, discrimination, dept. leadership, relationships)
- Demographics, including partner information
- Work-family balance

Readiness-to-change component (TTM):
- How willing to engage in 4 key behaviors to promote women in science
Survey Response Rate:

- Survey distributed to approximately 700 faculty
- N = 277 or 40% of Faculty at URI responded to the Survey

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>% survey sample</th>
<th>% total URI</th>
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</thead>
<tbody>
<tr>
<td>Women</td>
<td>120</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>Men</td>
<td>148</td>
<td>53%</td>
<td>32%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td></td>
<td><strong>40%</strong></td>
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</table>

<table>
<thead>
<tr>
<th>STEM vs. Non-STEM</th>
<th>N</th>
<th>% survey sample</th>
<th>% total STEM/non</th>
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</thead>
<tbody>
<tr>
<td>STEM</td>
<td>137</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Non-STEM</td>
<td>120</td>
<td>44%</td>
<td>27%</td>
</tr>
<tr>
<td>Not given</td>
<td>20</td>
<td></td>
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<tr>
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<td><strong>277</strong></td>
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Significant Findings for 10 Constructs:

A. Interpersonal & Work Issues
   1. Interpersonal Support
   2. Job-Family Attitudes
   3. Work-Family Balance
   4. Decision about Children
   5. Consideration of Partner

B. Overall work environment, and:
   6. Career Satisfaction
   7. Level of influence
   8. Discrimination
   9. Department leader
  10. Gender role equity
Interpersonal & Work Issues:

1. Men report significantly more *interpersonal support* from colleagues than women

2. Women are more likely than men to endorse the *job-family attitude* that a woman can be successful at parenting and career

3. HSS & CELS report significantly greater *work-family balance* than Engineering

Children & Partner Issues:

4. Women are more likely than men to consider *not having children* during their career

5. Women are more willing to leave their job due to *opportunities for their partner*

Work Environment Issues:

6. Men report significantly *more career satisfaction* than women

7. CELS faculty report *greater influence* over their careers than Nursing faculty

Work Climate Issues:

8. Men report significantly *less discrimination* in the work environment than women

9. CELS & GSLIS faculty report more positive *attitudes towards leadership* than GSO and CBA faculty
Work & Gender Equity Attitudes:

- Men indicate stronger agreement that:
  - A man should earn the *income* and
  - A woman should care for her *family*

There were *no significant differences* between genders and colleges for:
- Resource satisfaction
- Service contributions
- Recognition
- Productivity

Transtheoretical Stage of Change

- Several constructs from the Transtheoretical Model were applied to Advancing Women in STEM disciplines:
  - Stage of Readiness
  - Self-Efficacy
  - Decisional Balance
- Psychometric analyses reveal reliable measures for each construct with predicted pattern of findings consistent with other behaviors:
  - Greater self-efficacy with greater stages of readiness
  - Greater perceived advantages to change with higher stages
  - Less perceived disadvantages to change with higher stages

Conclusion

- More work is needed to improve the work-life climate for women and men
- There continue to be significant differences between attitudes and experiences related to work and family life, between men and women, and between colleges
- A follow-up survey will be conducted next year to reassess the climate