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**
Career Development	**Workshops** **Incentive Awards** **Mentor Training**
Policy and Practices Review	**Family Leave Policy** **Dual Career Couples** **Best Recruitment Practices**
Climate Change	**Department Climate Workshops** **Faculty Liaison Program**
Assessment	**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. leader, 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:

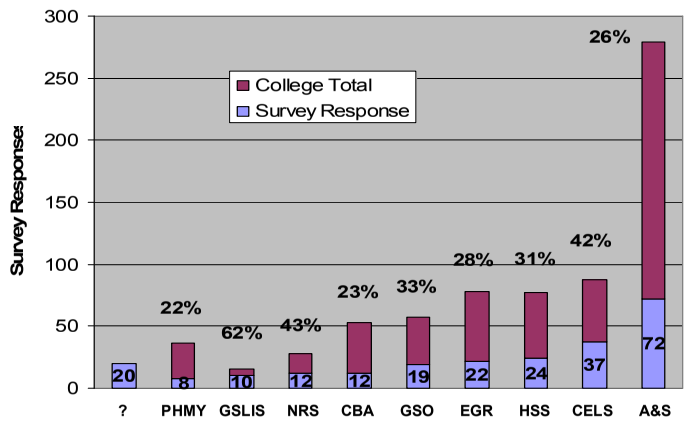
- Survey distributed to approximately 700 faculty
- N = 277 or 40% of Faculty at URI responded to the Survey

Response by:

GENDER	N	% survey sample	% total URI
Women	120	43 %	41 %
Men	148	53 %	32 %
Not given	9		
Total	**277**		**40 %**

STEM vs. Non-STEM	N	% survey sample	% total STEM/non
STEM	137	51 %	53 %
Non-STEM	120	44 %	27 %
Not given	20		
Total	**277**		

Percent Survey Response by College



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:

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

Work & Gender Equity

- 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 re-assess the climate