

UW System Gender Climate Study

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**Wisconsin Survey Research Laboratory
University of Wisconsin - Extension
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Executive Summary

This report presents the results of the 1999 UW System Gender Climate Study that was conducted as part of the data gathering efforts of the Committee on the Status of Women in the University of Wisconsin System, appointed by President Katharine Lyall appointed in the Fall of 1998-99. This study consisted of a mail survey sent to a randomly selected sample of male and female faculty, female academic staff, female classified staff, and female undergraduate students from all UW institutions in the Spring of 1999. Nonwhite female undergraduates were oversampled in the study.

The following are major findings from the survey:

- The majority of all groups surveyed--faculty, female instructional academic staff, female noninstructional academic staff, female classified staff and female undergraduates--were either satisfied or very satisfied with being an employee or a student on their campus.
- All groups were presented with a set of statements related to their experiences as either employees or students on their campus or in their department and their perspectives on the climate for women, minorities, and gay, lesbian, bisexual and transgendered individuals on their campus. On all items a majority of the surveyed faculty, instructional academic staff, noninstructional academic staff and classified staff reported positive experiences and positive opinions about the climate on their campus. On nearly one-half of the statements, however, a substantial minority of faculty, instructional academic staff, noninstructional academic staff and classified staff expressed negative experiences and opinions.
- Female students gave positive responses to nearly all of the statements. On only two statements did a majority express negative opinions. Seventy percent believed students used sexist humor occasionally or often, and 53 percent believed students made fun of lesbian, gay, bisexual or transgendered people occasionally or often.
- Ninety-one percent of the surveyed students agreed with the statement that instructors treated them with the same respect as they treated their peers.
- Eighty-one percent of the students disagreed with the statement that they had been discouraged from considering some majors due to their gender.
- Seventy-two percent of female students agreed with the statement "When I entered the university, I was prepared to take entry level courses in science, math, or engineering;" 18 percent disagreed.

- A majority of all groups surveyed believed the terms friendly, concerned, respectful, cooperative, and supportive described their campus. A majority did not believe their campus was racist, sexist, or homophobic. However, 27 percent of female students and 18 percent of noninstructional female academic staff and classified staff thought their campus was homophobic.
- In general male faculty were more positive about the climate than female faculty and female instructional academic staff; faculty were more positive than instructional academic staff; and male faculty were more positive than female faculty. On only one item were female faculty and female instructional academic staff more positive than male faculty--the statement concerning how often they had received a smaller raise than their peers had.
- A majority of faculty and staff believed their supervisor, department chair or department was supportive of parental leave policies.
- A majority of all groups was aware of a person or office they could go to with a complaint if they felt mistreated or discriminated against. Students were less aware than faculty and staff of such an office or person. An estimated 22 percent of faculty and instructional academic staff, 29 percent of noninstructional academic staff and classified staff and 30 percent of female students said they would not feel comfortable going to that person or office if they had a complaint.
- Over one-quarter of faculty and instructional academic staff believed that coworkers occasionally or often attributed their success to factors other than their ability (26%), that they occasionally or often received inaccurate information on the criteria for performance evaluations (27%), seldom or rarely received clear and meaningful feedback from their department on their performance (27%), and seldom or rarely had been invited to collaborate with department coworkers (25%).
- Also, 24 percent of faculty and instructional academic staff and 28 percent of noninstructional academic staff and classified staff believed the climate on their campus was less supportive of women than of men.
- Over one-quarter of noninstructional academic staff and classified staff believed that on their campus, in most meetings ideas males present are valued more highly than ideas females present (29%), job performance expectations for female employees are higher than for male employees (29%), and female staff members are seen as less qualified than male staff members in similar positions (26%).
- Twenty-four percent of the female undergraduate respondents believed that the climate for women of color was not similar to that for white women.

Thirty-two percent of nonwhite women and 24 percent of white women agreed with that statement

- Twenty-five percent of the students felt like they are outsiders in their class; 34 percent of nonwhite and 24 percent of white women students.
- Twelve percent of faculty and instructional academic staff, 23 percent of noninstructional academic staff and classified staff and 12 percent of female undergraduate students checked that they occasionally or often felt afraid for their safety on campus.

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INTRODUCTION

In the Fall of 1998-99, President Katharine Lyall appointed a Committee on the Status of Women in the University of Wisconsin System. The Committee is charged first to assess progress made by and for women in the university since the report of the 1980 Task Force on the Status of Women in the UW System, and second, to recommend "how we might focus our efforts for the next decade to ensure that the UW System uses the talent of women effectively and serves all students well."

As the Report of the 1998-99 Committee on the Status of Women in the University documents, the committee gathered and examined several kinds of information in order to investigate the question of "how far we have come" since 1980. This effort includes the UW System Gender Climate Survey, which sampled male and female faculty, female academic staff and classified staff, and female students throughout the System. This report describes that survey and its results.

The UW System Gender Climate Study was conducted during spring semester 1999. A sample of women faculty, academic staff, classified staff, and undergraduate students from all campuses was randomly selected to participate in the survey, In the case of faculty, men were also sampled. It is a limitation of the survey that male/female comparisons can be made only for the faculty.

Three separate survey instruments were used: one for faculty and instructional academic staff; a second for non-instructional academic staff and for classified staff; and a third for undergraduate students (graduate students were not included in this survey but were included in focus groups; see full committee report). Among the student population, nonwhite female students were oversampled to ensure that their voices would be heard in sufficient numbers so that distinctive concerns they might have would be noted in the study. In addition to the selection of more nonwhite female students than would have been sampled through a purely random selection procedure from the whole population, we have selected more individuals from other groups to be surveyed than would have been selected from a simple random selection procedure, for example women faculty members. In conducting analyses for reporting the results of this study, a standard statistical weighting procedure has been applied to the responses of groups to represent their presence in the university system population. Weighting means that if a group, for example, is only ten percent of the population but was selected as 50 percent of the survey sample, we want their responses to represent 10 percent of the overall results (not 50 percent); thus a mathematical weight is applied to achieve that goal and us to generalize to the population.

A mail survey was sent to 2549 members of the University community. Two follow-up mailings were sent to individuals not responding to earlier requests to complete the questionnaire. Table 1 shows the numbers surveyed and the number responding in each group.

Table 1. The Survey Sample

Group	Sample Size	Number of Respondents	Response Rate
Faculty/Instructional Academic Staff			
Legal Faculty-female	356	254	71%
Legal Faculty-male	357	212	59
Instr. Academic	267	162	61
Academic and Classified Staff			
Administrators	214	164	77
Nonadministrators	429	278	65
Students			
White students	574	316	55
Non-white students	352	150	43

The report is divided into three sections. Section 1 presents the results of the survey of faculty and instructional academic staff; section 2 presents the results of the survey of noninstructional academic staff and classified staff; section 3 presents the results of the survey of students.

FACULTY AND INSTRUCTIONAL ACADEMIC STAFF SURVEY

Background Characteristics

This university group was asked their sex, age, ethnic origin or race, sexual orientation, whether they have a disability, and the number of years they had been employed at the University. Table 2 shows the distribution of the respondents on these characteristics.

Table 2. Background Characteristics

Characteristic	Number	Percent
Age		
23-30	15	2
31-40	132	21
41-50	233	37
51-64	218	35
65+	17	3
No answer	15	2
Sex		
Male	209	33
Female	415	66
Not ascertained	6	1
Race or ethnic origin		
White	567	90
Black	15	2
Hispanic	9	1
Asian/Pacific Islander	16	3
American Indian	3	.5
Other	9	1
No answer	11	2
Sexual orientation		
Heterosexual	575	91
Bisexual	18	3
Gay	2	.3
Lesbian	17	3
Transgendered	1	.2
Not ascertained	17	3
Person with a disability?		
% Yes	17	3

Number of years at university

0-2 years	100	16
3-5 years	88	14
6-10 years	121	19
11-20 years	183	29
21+ years	129	21
No answer	9	1

The numbers and percentages in this table are not weighted. They represent the characteristics of the respondents to the survey and are not generalizable to the overall population of faculty and instructional academic staff.

Experiences and Perceptions

Faculty and instructional academic staff were asked several sets of questions about their experience working for the University of Wisconsin and their perceptions about the climate for women, minorities, and gay, lesbian, bisexual and transgendered individuals on their campus and in their department. Tables 3 through 6b show the results of these questions. The data presented in these tables include the responses from both the male and female respondents. On all items a majority of faculty and instructional academic staff reported positive experiences and positive opinions about the climate on their campus. On nearly one-half of the statements, however, a substantial minority expressed negative experiences and opinions.

Table 3. How often have you experienced the following things since you have been employed at the University of Wisconsin? Male and Female Faculty and Female Instructional Academic Staff

Experience	Never	Rarely	Occ*.	Often
Had the support of my coworkers in my professional development activities	3%	14%	30%	51%
Participated in departmental decision making	5	10	21	61
Coworkers treated me with respect	1	5	22	71
Coworkers attributed my success to factors other than my ability	41	28	18	8
Received inaccurate information on the criteria for performance evaluations	45	25	17	10
Received clear and meaningful feedback from my department on my performance	6	21	38	33
Was included in informal interactions among my coworkers	2	10	29	59
Was invited to collaborate with my department coworkers	8	17	35	38
Missed part or all of committee meetings because they conflicted with family commitments	43	32	19	3
Received a smaller raise than my peers	23	19	27	15
Did not receive a promotion because of my gender	82	4	4	3
Did not receive a promotion because of my race	90	1	1	1
Did not receive a promotion because of my sexual orientation	90	1	1	1
Received an unfair or biased evaluation because of my gender	81	7	4	3
Received an unfair or biased evaluation because of my race	90	2	2	1
Received an unfair or biased evaluation because of my sexual orientation	92	1	1	1
Felt afraid for my safety on campus	66	21	11	1
Coworkers made me uncomfortable by commenting on my physical appearance	81	13	4	1
Received unwanted sexual advances from a supervisor	96	3	.4	.2

The percentages may not add to 100 percent because some individuals did not respond to every question. The difference from 100 for each response distribution represents the percentage of respondents who did not answer a question.

* Occasionally

Table 4. How much do you agree or disagree with the following statements? Male and Female Faculty and Female Instructional Academic Staff

Statement	Strongly Agree	Somewhat Agree	Neither	Strongly disagree	Strongly disagree
I have the same opportunities to participate in my departmental decision-making process as my peers	55%	20%	7%	9%	7%
My efforts to be included in departmental decision-making processes have been ignored or undermined	5	12	12	16	52
I am uncomfortable sharing information about my professional successes/failures with my coworkers	8	18	18	18	37
I feel like an outsider among my coworkers	7	18	11	16	47
My coworkers create an inhospitable atmosphere for me	4	10	10	15	60
In general, staff treat me with the same respect as they treat my coworkers	64	14	9	6	6
In general, students treat me with the same respect as they treat my coworkers	63	18	7	6	5

Table 5. In the last year, how often have you seen or heard the following on you campus: Male and Female Faculty and Female Instructional Academic Staff

Experience	Never	Rarely	Occ.*	Often
Faculty or staff using sexist humor	29%	43%	23%	4%
Students using sexist humor	33	32	28	6
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	63	25	10	1
Students making fun of lesbian, gay, bisexual or transgendered people	53	28	15	3
Faculty or staff using racist humor	68	24	7	1
Students using racist humor	63	26	9	1
Faculty or staff making insulting or disparaging remarks about women	56	29	13	2
Students making insulting or disparaging remarks about women	57	28	12	2
Faculty or staff making insulting or disparaging remarks about people of color	71	22	5	1
Students making insulting or disparaging remarks about people of color	65	26	7	1
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	69	22	8	1
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	61	25	11	2
Male faculty or administrators repeatedly intimidating female employees	74	15	8	3

*Occasionally

**Table 6a. How much do you agree or disagree with the following statements about your department and campus? On my campus :
Male and Female Faculty and Female Instructional Academic Staff**

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Job performance expectations for female employees are higher than for male employees	5%	15%	23%	10%	40%
In most meetings, ideas males present are valued more highly than ideas females present	7	14	22	13	37
Employees are accepted and respected by their peers regardless of their gender	36	22	21	11	4
Female employees are seen as less qualified than male employees in the same position	4	12	18	17	41
Generally, students treat female employees with respect	41	26	15	9	2
Generally, male employees treat female employees with respect	39	29	15	7	2
Generally, administrators treat female employees with respect	43	21	17	7	3
The climate here is less supportive of women than of men	7	17	19	14	36
Generally, male employees are attentive and responsive when women speak	33	25	21	10	3
My coworkers respect my intellectual ability	39	27	17	5	3
My coworkers respect my research	28	21	30	6	4
The climate for women of color is similar to that for white women	20	14	37	11	6
Women of color are isolated	7	14	38	10	18
Women of color lack adequate support and mentoring	7	11	44	9	15
People using non-traditional research methods have the same opportunities for advancement as those using traditional methods	8	12	34	23	10
People doing research on women or minorities have the same opportunities for advancement as	21	10	41	11	4

those doing other research					
The process for resolving complaints about discrimination is effective	9	16	47	8	7

**Table 6b. How much do you agree or disagree with the following statements about your department and campus? In my department:
Male and Female Faculty and Female Instructional Academic Staff**

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Job performance expectations for female employees are higher than for male employees	6%	8%	15%	12%	55%
In most meetings, ideas males present are valued more highly than ideas females present	8	9	11	13	54
Employees are accepted and respected by their peers regardless of their gender	54	16	9	8	9
Female employees are seen as less qualified than male employees in the same position	4	9	10	13	59
Generally, students treat female employees with respect	54	21	10	6	3
Generally, male employees treat female employees with respect	56	21	9	5	4
Generally, administrators treat female employees with respect	57	17	10	4	5
The climate here is less supportive of women than of men	8	13	10	13	51
Generally, male employees are attentive and responsive when women speak	50	21	11	8	6
My coworkers respect my intellectual ability	47	30	9	6	3
My coworkers respect my research	35	23	20	8	6
The climate for women of color is similar to that for white women	31	11	34	6	4
Women of color are isolated	6	10	38	8	25
Women of color lack adequate support and mentoring	6	9	42	6	22

People using non-traditional research methods have the same opportunities for advancement as those using traditional methods	15	14	29	22	9
People doing research on women or minorities have the same opportunities for advancement as those doing other research	27	9	38	7	5
The process for resolving complaints about discrimination is effective	16	14	45	7	6

The next set of tables lists the responses to the items in Table 3 through 6b from the most positive perspectives regarding experiences and climate issues to the most negative. To determine the percentage of positive and negative responses for each item, the *rarely* and *never* categories and the *occasionally* and *often* categories have each been combined and the *strongly agree* and *somewhat agree* categories and the *somewhat disagree* and *strongly disagree* categories have been combined. In the tables, for negatively phrased statements, “positive” responses are indicated by high levels of disagreement or by many people saying they have rarely or never had this experience. “Positive” responses are in boxes to indicate the degree of positive perspectives for each item.

Table 3x. How often have you experienced the following things since you have been employed at the University of Wisconsin?

Experience	Occasionally or Often	Rarely or Never
Received unwanted sexual advances from a supervisor	0.6%	99%
Coworkers made me uncomfortable by commenting on my physical appearance	5	94
Coworkers treated me with respect	93	6
Received an unfair or biased evaluation because of my sexual orientation	2	93
Received an unfair or biased evaluation because of my race	3	92
Did not receive a promotion because of my race	2	91
Did not receive a promotion because of my sexual orientation	2	91
Was included in informal interactions among my coworkers	88	12
Received an unfair or biased evaluation because of my gender	7	88
Felt afraid for my safety on campus	12	87
Did not receive a promotion because of my gender	7	86
Participated in departmental decision making	82	15
Had the support of my coworkers in my professional development activities	81	17
Missed part or all of committee meetings because they conflicted with family commitments	22	75
Was invited to collaborate with my department coworkers	73	25
Received clear and meaningful feedback from my department on my performance	71	27
Received inaccurate information on the criteria for performance evaluations	27	70
Coworkers attributed my success to factors other than my ability	26	69
Received a smaller raise than my peers	42	42

The percentages may not add to 100 percent because some individuals did not respond to every question. The difference from 100 for each response distribution represents the percentage of respondents who did not answer a question.

Table 4x. How much do you agree or disagree with the following statements?

Statement	Agree	Neither Agree Nor Disagree	Disagree
In general, students treat me with the same respect as they treat my coworkers	81%	7%	11%
In general, staff treat me with the same respect as they treat my coworkers	78	9	12
I have the same opportunities to participate in my departmental decision-making process as my peers	75	7	16
My coworkers create an inhospitable atmosphere for me	14	10	75
My efforts to be included in departmental decision-making processes have been ignored or undermined	17	12	68
I feel like an outsider among my coworkers	25	11	63
I am uncomfortable sharing information about my professional successes/failures with my coworkers	26	18	55

Table 5x. In the last year, how often have you seen or heard the following on your campus:

Experience	Occasionally or Often	Rarely or Never
Faculty or staff making insulting or disparaging remarks about people of color	6%	93%
Faculty or staff using racist humor	8	92
Students making insulting or disparaging remarks about people of color	8	91
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	9	91
Students using racist humor	10	89
Male faculty or administrators repeatedly intimidating female employees	11	89
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	11	88
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	13	86
Faculty or staff making insulting or disparaging remarks about women	15	85
Students making insulting or disparaging remarks about women	14	85
Students making fun of lesbian, gay, bisexual or transgendered people	18	81
Faculty or staff using sexist humor	27	72
Students using sexist humor	34	65

Table 6ax. How much do you agree or disagree with the following statements about your department and campus? On my campus

Statement	Agree	Neither Agree Nor Disagree	Disagree
Generally, male employees treat female employees with respect	68%	15%	9%
Generally, students treat female employees with respect	67	15	11
My coworkers respect my intellectual ability	66	17	8
Generally, administrators treat female employees with respect	64	17	10
Generally, male employees are attentive and responsive when women speak	58	21	13
Employees are accepted and respected by their peers regardless of their gender	58	21	15
Female employees are seen as less qualified than male employees in the same position	16	18	58
Job performance expectations for female employees are higher than for male employees	20	23	50
In most meetings, ideas males present are valued more highly than ideas females present	21	22	50
The climate here is less supportive of women than of men	24	19	50
My coworkers respect my research	49	30	10
The climate for women of color is similar to that for white women	34	37	17
People doing research on women or minorities have the same opportunities for advancement as those doing other research	31	41	15
Women of color are isolated	21	38	28
The process for resolving complaints about discrimination is effective	25	47	15
Women of color lack adequate support and mentoring	18	44	24
People using non-traditional research methods have the same opportunities for advancement as those using traditional methods	20	34	33

Table 6bx. How much do you agree or disagree with the following statements about your department and campus? In my department

Statement	Agree	Neither Agree Nor Disagree	Disagree
Generally, male employees treat female employees with respect	77%	9%	9%
My coworkers respect my intellectual ability	77	9	9
Generally, students treat female employees with respect	75	10	9
Generally, administrators treat female employees with respect	74	10	9
Female employees are seen as less qualified than male employees in the same position	13	10	72
Generally, male employees are attentive and responsive when women speak	71	11	14
Employees are accepted and respected by their peers regardless of their gender	70	9	17
Job performance expectations for female employees are higher than for male employees	14	15	67
In most meetings, ideas males present are valued more highly than ideas females present	17	11	67
The climate here is less supportive of women than of men	21	10	64
My coworkers respect my research	58	20	14
The climate for women of color is similar to that for white women	42	34	10
People doing research on women or minorities have the same opportunities for advancement as those doing other research	36	38	12
Women of color are isolated	16	38	33
The process for resolving complaints about discrimination is effective	30	45	13
People using non-traditional research methods have the same opportunities for advancement as those using traditional methods	29	29	31
Women of color lack adequate support and mentoring	15	42	28

Examination of the range of responses suggested some thresholds for responses that indicate a problem area (i.e., dissatisfaction on the part of respondents). Any item for which 20 percent or more responded negatively is viewed as a problem area. Experience would suggest that if one out of every five respondents were dissatisfied with their experience or an area of their environment that would indicate a problem for the institution and be an issue for the work of units on a daily basis. Any item for which at least 14 to 19 percent responded negatively may also be a problem in need of further study. The items for which between 14 and 19 percent responded negatively and for which 20 percent or more responded negatively are listed below. The percent presented is the percentage responding negatively on that item.

Table 3

Areas in need of further study:

15 Percent	Participated in departmental decision-making
17 Percent	Had the support of my coworkers in my professional development activities

Problem areas:

25 Percent	Was invited to collaborate with my department coworkers
22 Percent	Missed part or all of committee meetings because they conflicted with family commitments
26 Percent	Coworkers attributed my success to factors other than my ability
27 Percent	Received inaccurate information on the criteria for performance evaluations
27 Percent	Received clear and meaningful feedback from my department on my performance
42 Percent	Received a smaller raise than my peers

Table 4

Areas in need of further study:

14 percent	My coworkers create an inhospitable atmosphere for me
16 percent	I have the same opportunities to participate in my departmental decision-making process as my peers
17 percent	My efforts to be included in departmental decision-making process have been ignored or undermined

Problem areas:

- 25 percent I feel like an outsider among my coworkers
- 26 percent I am uncomfortable sharing information about my professional successes/failures with my coworkers

Table 5

Areas in need of further study:

- 14 percent Students making insulting or disparaging remarks
- 15 percent Faculty or staff making insulting or disparaging remarks about women
- 18 percent Students making fun of lesbian, gay, bisexual or transgendered people

Problem areas:

- 27 percent Faculty or staff using sexist humor
- 34 percent Students using sexist humor

Table 6a

Areas in need of further study:

- 15 percent Employees are accepted and respected by their peers regardless of their gender
- 15 percent People doing research on women or minorities have the same opportunities for advancement as those doing other research
- 15 percent The process for resolving complaints about discrimination is effective
- 17 percent The climate for women of color is similar to that for white women
- 18 percent Women of color lack adequate support and mentoring

Problem areas:

- 20 percent Job performance expectations for female employees are higher than for male employees
- 21 percent Women of color are isolated
- 21 percent In most meetings, ideas males present are valued more highly than ideas females present
- 24 percent The climate here is less supportive of women than of men

33 percent People using non-traditional research methods have the same opportunities for advancement as those using traditional methods

Table 6b:

Areas in need of further study:

14 percent Job performance expectations for female employees are higher than for male employees

14 percent Generally, male employees are attentive and responsive when women speak

14 percent My coworkers respect my research

15 percent Women of color are isolated

16 percent Women of color lack adequate support and mentoring

17 percent Employees are accepted and respected by their peers regardless of their gender

17 percent In most meetings, ideas males present are valued more highly than ideas females present

Problem areas:

21 percent The climate here is less supportive of women than of men

31 percent People using non-traditional research methods have the same opportunities for advancement as those using traditional methods

Group Differences in Opinions

On 37 of 73 climate items at least an estimated 14 percent of faculty and instructional academic staff reported a negative response. In this section, we examine whether negative experiences and opinions are related to the sex of the system member, to faculty or instructional academic staff status, and whether male and female faculty differ in their responses to these items. Thus, we have three sets of comparisons: male faculty compared with female faculty and female instructional academic staff, faculty compared with instructional staff, and male faculty compared with female faculty. A statistically significant difference is presumed to exist in the population from which the sample was drawn if a chi-square statistical test of significance produces a p value of .05 or less. This value tells us that the relationship of difference we found in our sample is likely to be present in the population with only a five percent chance of error.

In general men were more positive about the climate than women (on 26 of the 37 statements the difference was statistically significant), faculty were more positive

than instructional academic staff (on 24 of the 37 statements the difference was statistically significant), and male faculty were more positive than female faculty (on 28 of the 37 statements the difference was statistically significant). On only one item are women more positive than men are. That is on the statement regarding raises. Fifty-four percent of male faculty reported that they occasionally or often receive a smaller raise than their peers compared with 45 percent of female faculty and instructional academic staff.

A statistically significant difference that exists between groups in their responses may or may not be large. Following the 20 percent criteria established earlier for problem areas, we have examined the responses to the items in tables 3 through 6b for the presence of a 20 percent difference in the negative responses of male and female faculty members, and a 20 percent difference between the negative responses of faculty and instructional academic staff.

Male and female faculty tended to differ in the degree of their negative responses primarily in the agree/disagree statements about their campus (Table 6a).

Job performance expectations for female employees are higher than for male employees.	Men 10% agree, women 41% agree
In most meetings, ideas males present are valued more highly than ideas females present.	Men 9% agree, women 49% agree
Female employees are seen as less qualified than male employees in the same position.	Men 7% agree, women 37% agree
The climate here is less supportive of women than of men.	Men 13% agree, women 51% agree
The climate for women of color is similar to that for white women.	Men 12% disagree, women 35% disagree
Women of color are isolated.	Men 19% agree, women 40% agree
Women of color lack adequate support and mentoring.	Men 16% agree, women 35% agree

In their department:

Job performance expectations for female employees are higher than for male employees. Men 5% agree, women 32% agree

In most meetings, ideas males present are valued more highly than ideas females present. Men 8% agree, women 39% agree

The climate here is less supportive of women than of men. Men 10% agree, women 40% agree

On only two items was there a 20 percent difference between faculty and instructional academic staff in their negative responses.

(How often have you experience the following things since you have been employed at the University of Wisconsin)

Participated in departmental decision making
42% of instructional academic staff -never or rarely
8% of faculty - never or rarely

(How much do you agree or disagree with the following statements)

I have the same opportunities to participate in my departmental decision-making process as my peers
32% of instructional academic staff disagreed
11% of faculty disagreed.

An examination of response distributions for faculty and instructional academic staff reveals that much of the statistical difference in their responses comes from the instructional academic staff being more likely to check that they neither agreed nor disagreed with a statement rather than that they give substantially more negative responses. For example, 62 percent of instructional academic staff responded *neither agree nor disagree* to the statement "*People doing research on women or minorities have the same opportunities for advancement as those doing other research*" compared with 43 percent of faculty. Thirty four percent of instructional academic staff said they *neither agree nor disagree* with the statement *The climate here is less supportive of women than men* compared with 16 percent of faculty.

Child Care

Respondents were asked a series of questions about their own situation regarding children--do they have dependent children who live with them and have they taken a parental leave--and how they viewed the university's situation regarding parental leave and child care. Forty-six percent reported having dependent children who live with them. Only nine percent had taken a parental leave (13 percent of female faculty and instructional academic staff and six percent of male faculty).

The majority of the faculty and instructional academic staff were unaware of how available child care on campus was for children under the age of two, and 45 percent were not aware of the availability of child care for children over the age of two; 13 percent thought it was readily available for children under two and 25 percent thought it was readily availability for children over two (Table 7).

Table 7. Availability of Child Care on Campus

	Readily available	Available with some searching or waiting	Very difficult to find	Completely unavailable	Don't know
For children aged two or older	25%	22%	4%	2%	45%
For children under two	13%	16%	10%	3%	56%

Perceptions of Attitudes toward Parental Leave

Figure 1 shows the respondents' perception of the attitudes of their supervisor or department chair and their department colleagues toward parental leave. Few respondents believed either group to be negative regarding parental leave. A majority believed their supervisor or department chair was supportive and a near majority believed their colleagues were supportive. Substantial minorities felt both supervisors and colleagues were neutral. Faculty and instructional academic staff also tended to report that their department was either very or somewhat supportive of various aspects of family leave (Table 8).

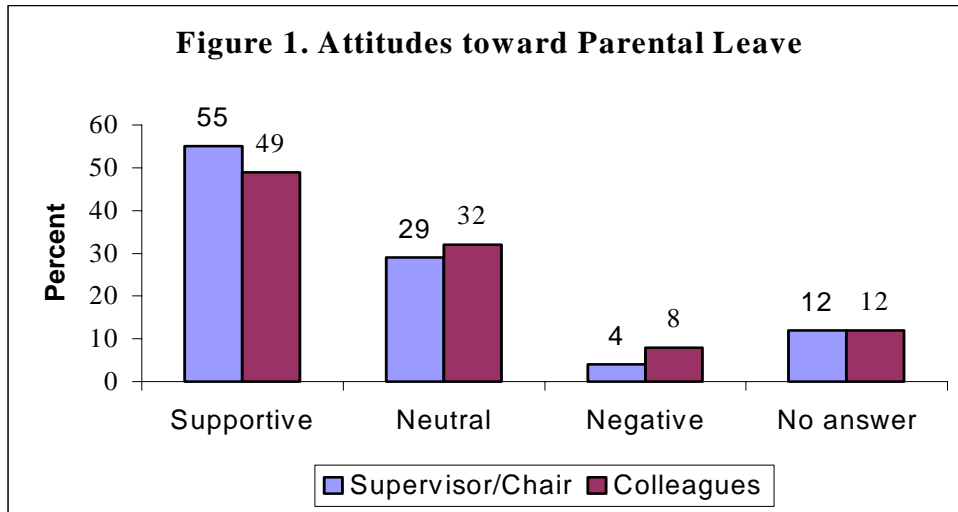


Table 8. Level of Department Support for Family Leave

Issue	Very supportive	Somewhat supportive	Neither	Somewhat unsupportive	Very unsupportive
Taking time off to care for children	33%	24%	22%	6%	3%
Taking time off to care for other family members, domestic partner, etc.	33	25	22	5	3
Taking time off for bereavement	43	18	20	3	4

Description of Campus Climate

Asked to what extent eight descriptors fit the overall climate on their campus, a majority rated their campus positively. For example, 67 and 64 percent respectively regarded their campus as not being racist or sexist (combining "4" and "5" scores on each scale). The greatest level of negativity shown was the 17 percent who rated their campus as being indifferent. (See Table 9.)

Table 9. Description of Overall Climate on Campus

	1	2	3	4	5	
Friendly	30%	42%	17%	5%	1%	Hostile
Concerned	19	39	22	13	4	Indifferent
Respectful	27	44	18	5	2	Disrespectful
Cooperative	22	41	22	9	4	Uncooperative
Supportive	21	40	20	11	4	Unsupportive
Racist	2	6	20	32	35	Non-racist
Sexist	3	9	19	32	32	Non-sexist
Homophobic	4	10	25	30	26	Non-homophobic

Awareness of Complaint Office

Do you know of a person or office where you could go with a complaint if you felt mistreated or discriminated against?

Seventy-nine percent reported that they know of a person or office where they could go with a complaint if they felt mistreated or discriminated against. There were no male/female differences in awareness. Twenty-two percent said they would not feel comfortable going to that person or office if they had a complaint-- 27 percent of women and 20 percent of men.

General Satisfaction

Faculty and instructional academic staff in general were quite satisfied with being an employee on their campus (Figure 2). Seventy-three percent were either very satisfied or satisfied while 15 percent were either dissatisfied or very dissatisfied. Figures 3 and 4 show levels of satisfaction for males and females and for faculty and instructional academic staff.

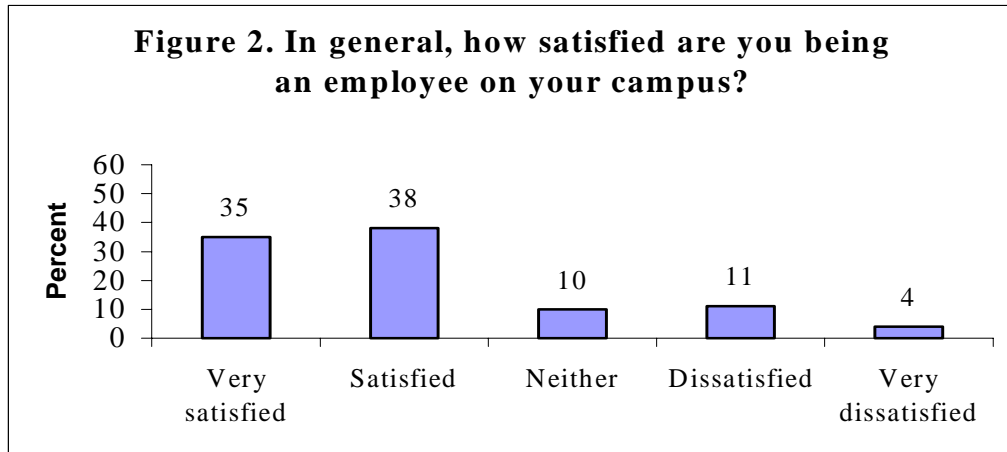
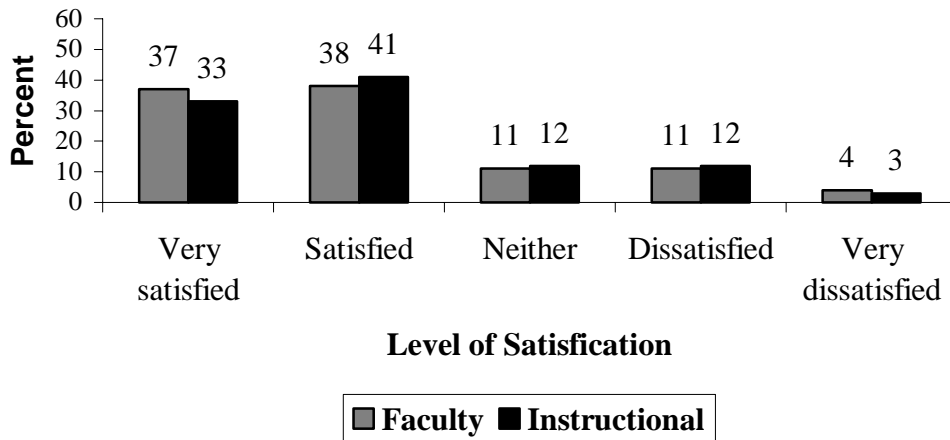


Figure 3. Male and Female Faculty & Instructional Academic Staff Level of Satisfaction



Figure 4. Faculty & Instructional Academic Staff Level of Satisfaction



General Impressions

At the end of the survey respondents were asked in two questions to comment in their own words on any issues they thought important to the working climate on their campus and to offer suggestions for improving the campus environment for women faculty and instructional staff. Of the 630 faculty and instructional academic staff respondents to the survey, 361 elaborated on issues they thought were important to the working climate on their campus. Up to three comments for each respondent were coded into 18 different categories of issues. Many of the comments were so distinctive that they were not categorizable (31 percent of all of the responses to this inquiry). Five percent responded by saying that they had no problems, that they were comfortable with their work environment. Sixteen percent made comments about the survey design.

Table 10 lists the category of substantive comments about the climate and the percent of faculty and instructional academic staff who gave that comment. Since respondents could give more than one comment and not all respondents commented, percentages will not add to 100 percent.

Table 10. Issues Considered Important to the Working Climate on Campus

Issue	Percent of Respondents Mentioning Comment
Administration issues - lack of respect toward faculty, authoritarian, too political	12%
Race/gender bias pay and compensation issues - men granted tenure and retention packages, women paid less	10
Other salary issues - high expectations/mediocre pay; disparities between UW and other institutions, politicized	8
Men's work and opinions valued over women; women not taken seriously	8
Problems with department-difficult personnel, faculty, lack of support, too much competition, prima donna attitudes	6
Sexist attitudes and practices; subtle sexism rampant/sexism by radicals/liberals, etc.	5
No problems, I feel comfortable	5
My department is okay, other departments cause problems	3

Reverse discrimination in hiring and administrative practices-hiring minorities and females over better qualified males	3
Discrimination over parental or personal leave and responsibilities	3
Job security- academic staff, LTE's need tenure for all after 7 years, 9 month contracts, etc.	3
Lack of respect for academic staff, no recognition	3
Not sure where to go with discrimination complaints, no accountability, ineffective, inactive on complaints	2
Sexism from females	2
Problems related to teaching and research climate	2
Students lack respect for female faculty, treat male faculty with more formality	2
Cultural/religious discrimination	2
Climate for women, minorities is improving (order males retire, more women hired)	1

Table 11 lists the categories of suggestions for improving the campus environment for women. One hundred ninety-two of the respondents made comments in this section of the survey. Since respondents could give more than one comment and not all respondents commented, percentages will not add to 100 percent. Suggestions covered a variety of issue areas.

Table 11. Suggestions for Improving the Campus Environment for Women Faculty and/or Instructional Staff

Suggestion	Percent
More women in faculty/leadership positions	15
Equitable performance/pay rating	14
Strengthen leadership -dismantle old boys club, improve communications with departments	13
Better maternal leave, family support	13
Mentor program improvements	11
More openness to different ideas, perceptions; value and recognize women's opinions, males listen to females	11
Value all levels of teaching fields equally, value non-faculty positions	10
Strengthen women's studies; encourage women to meet	5

Continued retirement of older male faculty	4
Treat everyone the same, eliminate race and gender issues	3
Improve job security for instructional staff	3
Reduce teaching loads	3
Education on respect for women, confront sexism	2
Merit pay procedure complaints - less emphasis on student evaluations for promotions, compare results of female vs. male faculty	2
Less racism	1

NONINSTRUCTIONAL ACADEMIC STAFF AND CLASSIFIED STAFF

Background Characteristics

Table 12 lists reported characteristics of the noninstructional academic staff and the classified staff who responded to this survey. In addition to the demographic characteristics asked of the faculty and instructional academic staff in the first survey instrument, the survey instrument for the noninstructional academic staff and classified staff also asked what the highest grade or year of school they had completed was and whether they were employed full time or part time. The majority were college graduates or had advanced degrees and 81 percent were employed full time.

Table 12. Background Characteristics

Characteristic	Number	Percent
Age		
22-30	48	11%
31-40	77	17
41-50	188	42
51-67	122	27
No answer	15	3
Education		
8 th grade or less	---	--
Some high school	2	.4
High school graduate or GED	27	6
Some technical school or vocational training	28	6
Some college/associates' degree/technical school graduate	81	18
College graduate	128	28
Postgraduate or professional degree	182	40
Not ascertained		.7
Race or ethnic origin		
White	408	90
Black	13	2
Hispanic	5	1
Asian/Pacific Islander	10	3
American Indian	2	.5
Other	9	1
No answer		2

Sexual orientation		
Heterosexual	412	91
Bisexual	16	3
Gay	--	.3
Lesbian	12	3
Transgendered	--	.2
Not ascertained	11	
Person with a disability?		
Yes	14	3
Are you employed:		
Full time	365	81
Part time	78	17
No answer	8	2
Number of years at university		
0-2 years	78	17
3-5 years	61	14
6-10 years	92	20
11-20 years	118	26
21+ years	99	22
No answer	3	1

The numbers and percentages shown in this table are not weighted. They represent the characteristics of the respondents to the survey and are not generalizable to the overall population of faculty and instructional academic staff.

Experiences and Perceptions

The noninstructional academic staff and the classified staff women were asked several sets of questions about their experience working for the University of Wisconsin and their perceptions about the climate for women, minorities, and gay, lesbian, bisexual and transgendered individuals on their campus and in their department. Tables 13 through 15b show the results of these questions. As with the faculty and instructional academic staff, a majority of the noninstructional academic staff and classified staff responded positively to all items. However, on 32 of the 66 statements, the percentage giving a negative response was large enough to be noted as a potential problem area (i.e., at least 14 percent).

Table 13. How often have you experienced the following things since you have been employed at the University of Wisconsin?

Experience	Never	Rarely	Occ.	Often
Taken professional development or training workshops, classes or seminars	14%	20%	46%	19%
Participated in planning groups in my department to decide how work is done	16	27	27	30
Offered suggestions to my supervisors or the administrators about the work in my department	4	12	46	38
My supervisor treated me with the same respect as he or she shows my peers	1	7	23	68
Coworkers attributed my success to factors other than my ability	50	30	13	5
Received inaccurate information on the criteria for performance evaluations	59	23	10	3
Received clear and meaningful feedback from my supervisor on my performance	8	19	31	42
Was not considered for certain tasks or activities because of my gender	72	17	9	1
Was not considered for certain tasks or activities because of my race	93	4	2	.3
Was not considered for certain tasks or activities because of my sexual orientation	96	2	.4	.3
Received a smaller raise than my peers	52	15	17	8
Received unfair work assignments because of my gender	80	13	6	1
Receive unfair work assignments because of my race	95	4	1	--
Receive unfair work assignments because of my sexual orientation	99	2	--	--
Did not receive a promotion because of my gender	83	9	4	1

Did not receive a promotion because of my race	94	4	.4	.3
Did not receive a promotion because of my sexual orientation	97	1	--	--
Received an unfair or biased evaluation because of my gender	83	11	3	.1
Received an unfair or biased evaluation because of my race	94	3	1	--
Receive an unfair or biased evaluation because of my sexual orientation	97	2	--	--
Felt afraid for my safety on campus	42	35	22	1
Was made uncomfortable by coworkers' comments on my physical appearance	71	19	7	2
Received unwanted sexual advances from a supervisor	93	4	2	.4

Table 14. In the last year, how often have you seen or heard the following on your campus:

Experience	Never	Rarely	Occ.	Often
Faculty or staff using sexist humor	31%	40%	25%	4%
Students using sexist humor	44	29	21	5
Faculty or staff using racist humor	59	28	12	2
Students using racist humor	62	24	11	2
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	62	24	13	1
Students making fun of lesbian, gay, bisexual or transgendered people	60	26	11	2
Faculty or staff making insulting or disparaging remarks about women	57	28	13	3
Students making insulting or disparaging remarks about women	64	24	8	2
Faculty or staff making insulting or disparaging remarks about people of color	67	21	10	1
Students making insulting or disparaging remarks about people of color	68	22	8	1
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	64	22	12	1
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	67	21	9	1
Male faculty or administrators repeatedly intimidating female staff	65	20	12	3

Table 15a. How much do you agree or disagree with the following statements about your department and campus? On my campus

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Job performance expectations for female employees are higher than for male employees	7%	22%	28%	14%	17%
In most meetings, ideas males present are valued more highly than ideas females present	11	18	29	13	17
Female staff members are seen as less qualified than male staff members in similar positions	6	20	29	11	19
Generally, students treat female staff with respect	31	33	16	4	1
Generally, faculty members treat female staff with respect	23	25	20	15	3
Generally, administrators treat female staff with respect	25	28	20	11	2
The opportunities for women to improve their position through transfers and promotions are good	11	22	25	16	12
The opportunities for women to improve their position through professional development are good	16	25	24	13	9
A diverse staff is valued	23	23	28	10	2
The climate here is less supportive of women than of men	10	19	30	14	14
The climate for women of color is similar to that for white women	12	14	41	12	6
Women of color are isolated	7	9	40	10	19
Women of color lack adequate support and mentoring	6	12	42	8	16
Male coworkers are attentive and responsive when women speak	12	26	30	16	3
The process for resolving complaints about discrimination is effective	8	10	53	8	7

Table 15b. How much do you agree or disagree with the following statements about your department and campus? In my department

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Job performance expectations for female employees are higher than for male employees	7%	16%	23%	15%	35%
In most meetings, ideas males present are valued more highly than ideas females present	7	20	18	14	36
Female staff members are seen as less qualified than male staff member in similar positions	6	18	20	14	37
Generally, students treat female staff with respect	46	30	10	5	2
Generally, faculty members treat female staff with respect	37	28	16	10	3
Generally, administrators treat female staff with respect	40	30	11	9	4
The opportunities for women to improve their position through transfers and promotions are good	18	21	21	20	15
The opportunities for women to improve their position through professional development are good	26	23	19	15	12
A diverse staff is valued	35	25	24	9	3
The climate here is less supportive of women than of men	10	18	23	16	29
The climate for women of color is similar to that for white women	25	15	40	8	7
Women of color are isolated	6	6	41	13	28
Women of color lack adequate support and mentoring	6	9	43	10	24
Male coworkers are attentive and responsive when women speak	24	33	20	13	5
The process for resolving complaints about discrimination is effective	11	12	55	7	6

The next set of tables lists the responses to the items in Table 13 through 15b from the most positive perspectives regarding experiences and climate issues to the most negative. To determine the percentage of positive and negative responses for each item, the rarely and never categories and the occasionally and often categories have each been combined and the strongly agree and somewhat agree categories and the somewhat and strongly disagree categories have been combined. In the tables, for negatively phrased statements, “positive” responses are indicated by high levels of disagreement or by many people saying they have rarely or never had this experience. “Positive” responses are in boxes to indicate the degree of positive perspectives for each item.

Table 13x. How often have you experienced the following things since you have been employed at the University of Wisconsin?

Experience	Occasionally or Often	Rarely or Never
Receive unfair work assignments because of my sexual orientation	0%	100%
Receive an unfair or biased evaluation because of my sexual orientation	0	99
Receive unfair work assignments because of my race	1	99
Did not receive a promotion because of my sexual orientation	0	98
Was not considered for certain tasks or activities because of my sexual orientation	1	98
Did not receive a promotion because of my race	1	98
Received an unfair or biased evaluation because of my race	1	97
Received unwanted sexual advances from a supervisor	2	97
Was not considered for certain tasks or activities because of my race	2	97
Received an unfair or biased evaluation because of my gender	3	94
Received unfair work assignments because of my gender	7	93
Did not receive a promotion because of my gender	5	92
My supervisor treated me with the same respect as he or she shows my peers	91	8
Was made uncomfortable by coworkers' comments on my physical appearance	9	90
Was not considered for certain tasks or activities because of my gender	10	89
Offered suggestions to my supervisors or the administrators about the work in my department	84	16

Table 13x. How often have you experienced the following things since you have been employed at the University of Wisconsin?

Experience	Occasionally or Often	Rarely or Never
Received inaccurate information on the criteria for performance evaluations	13	82
Coworkers attributed my success to factors other than my ability	18	80
Felt afraid for my safety on campus	23	77
Received clear and meaningful feedback from my supervisor on my performance	73	27
Received a smaller raise than my peers	25	67
Taken professional development or training workshops, classes or seminars	65	34
Participated in planning groups in my department to decide how work is done	57	43

Table 14x. In the last year, how often have you seen or heard the following on your campus:

Experience	Occasionally or Often	Rarely or Never
Students making insulting or disparaging remarks about people of color	9	90
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	11	88
Students making insulting or disparaging remarks about women	10	88
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	10	88
Faculty or staff using racist humor	14	87
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	14	86
Students using racist humor	13	86
Students making fun of lesbian, gay, bisexual or transgendered people	13	86

Table 14x. In the last year, how often have you seen or heard the following on your campus:

Experience	Occasionally or Often	Rarely or Never
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	13	86
Faculty or staff making insulting or disparaging remarks about women	16	85
Male faculty or administrators repeatedly intimidating female staff	15	85
Students using sexist humor	26	73
Faculty or staff using sexist humor	29	71

Table 15ax. How much do you agree or disagree with the following statements about your department and campus? On my campus

Statement	Agree	Neither Agree Nor Disagree	Disagree
Generally, students treat female staff with respect	64%	16%	5%
Generally, administrators treat female staff with respect	53	20	13
Generally, faculty members treat female staff with respect	48	20	18
A diverse staff is valued	46	28	12
The opportunities for women to improve their position through professional development are good	41	24	22
Male coworkers are attentive and responsive when women speak	38	30	19
The opportunities for women to improve their position through transfers and promotions are good	33	25	28
Job performance expectations for female employees are higher than for male employees	29	28	31

Table 15ax. How much do you agree or disagree with the following statements about your department and campus? On my campus

Statement	Agree	Neither Agree Nor Disagree	Disagree
Female staff members are seen as less qualified than male staff members in similar positions	26	29	30
In most meetings, ideas males present are valued more highly than ideas females present	29	29	30
Women of color are isolated	16	40	29
The climate here is less supportive of women than of men	29	30	28
The climate for women of color is similar to that for white women	26	41	18
Women of color lack adequate support and mentoring	18	42	24
The process for resolving complaints about discrimination is effective	18	53	15

Table 15bx. How much do you agree or disagree with the following statements about your department and campus? In my department

Statement	Agree	Neither Agree Nor Disagree	Disagree
Generally, students treat female staff with respect	76%	10%	7%
Generally, administrators treat female staff with respect	70	11	13
Generally, faculty members treat female staff with respect	65	16	13
A diverse staff is valued	60	24	12
Male coworkers are attentive and responsive when women speak	57	20	18
Female staff members are seen as less qualified than male staff member in similar positions	24	20	51
Job performance expectations for female employees are higher than for male employees	23	23	50
In most meetings, ideas males present are valued more highly than ideas females present	27	18	50
The opportunities for women to improve their position through professional development are good	49	19	27
The climate here is less supportive of women than of men	28	23	45
Women of color are isolated	12	41	41
The climate for women of color is similar to that for white women	40	40	15
The opportunities for women to improve their position through transfers and promotions are good	39	21	35
Women of color lack adequate support and mentoring	15	43	34
The process for resolving complaints about discrimination is effective	23	55	13

The criteria used for determining problem areas among academic and classified staff were the same as those used in the faculty and instructional academic staff survey. Any item in which at least 14 percent of the respondents gave a negative response has been highlighted as an area in need of further study; any item having 20 percent or more responding negatively is considered a problem. Thirteen areas in need for further study and 19 problem areas were identified out of the 66 areas inquired about.

Table 13

Areas in need of further study:

- 16 percent Offered suggestions to my supervisors or the administrators about the work in my department
- 18 percent Coworkers attributed my success to factors other than my ability

Problem areas:

- 23 percent Felt afraid for my safety on campus
- 25 percent Received a smaller raise than my peers
- 27 percent Received clear and meaningful feedback from my supervisor on my performance
- 34 percent Taken professional development or training workshops, classes or seminars

Table 14

Areas in need of further study:

- 14 percent Faculty or staff using racist humor
- 14 percent Faculty or staff making fun of lesbian, gay, bisexual or transgendered people
- 15 percent Male faculty or administrators repeatedly intimidating female staff
- 16 percent Faculty or staff making insulting or disparaging remarks about women

Problem areas:

- 26 percent Students using sexist humor
- 29 percent Faculty or staff using sexist humor

Table 15a

Areas in need of further study:

- 15 percent The process for resolving complaints about discrimination is effective
- 18 percent Generally, faculty members treat female staff with respect
- 18 percent Women of color are isolated
- 19 percent Male coworkers are attentive and responsive when women speak

Problem areas:

- 21 percent A diverse staff is valued
- 24 percent Women of color lack adequate support and mentoring
- 26 percent Female staff members are seen as less qualified than male staff members in similar positions
- 28 percent The opportunities for women to improve their position through transfers and promotions are good
- 28 percent The climate for women of color is similar to that for white women
- 29 percent Job performance expectations for female employees are higher than for male employees
- 29 percent In most meetings, ideas males present are valued more highly than ideas females present

Table 15b

Areas in need of further study:

- 15 percent The climate for women of color is similar to that for white women
- 15 percent Women of color lack adequate support and mentoring
- 18 percent Male coworkers are attentive and responsive when women speak

Problem areas:

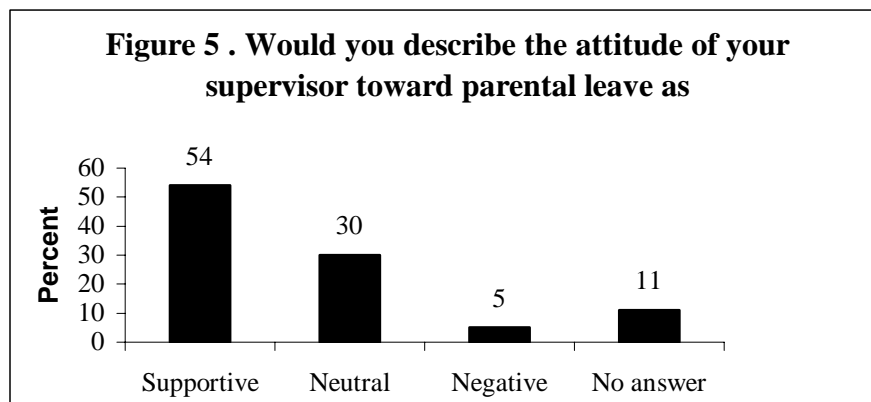
- 23 percent Job performance expectations for female employees are higher than for male employees
- 24 percent Female staff members are seen as less qualified than male staff members in similar positions
- 27 percent In most meetings, ideas males present are valued more highly than ideas females present
- 27 percent The opportunities for women to improve their position through professional development are good
- 28 percent The climate here is less supportive of women than of men

35 percent The opportunities for women to improve their position through transfers and promotions are good

Child Care

Noninstructional academic staff and classified staff respondents were asked a series of questions about their own situation regarding children--do they have dependent children who live with them and have they taken a parental leave--and how they viewed the university's situation regarding parental leave and child care. Forty-two percent reported having dependent children who live with them. Twenty-three percent had taken a parental leave.

- A majority (54 %) of supervisors were perceived to have a supportive attitude toward parental leave, only five percent were perceived to have a negative attitude.



Twenty-seven percent of the noninstructional academic staff and classified staff believed that child care for children two years of age or older was readily available; but only ten percent thought it was readily available for children under the age of two. The modal response for each item was "don't know."

Table 16. Availability of Child Care on Campus

	Readily available	Available with some searching or waiting	Very difficult to find	Completely unavailable	Don't know
For children aged two or older	27%	17%	5%	2%	46%
For children under two	10%	13%	11%	4%	57%

Less than ten percent of academic and classified staff reported that their department was unsupportive of three aspects of family leave (Table 17). Substantial majorities found their department to be supportive of taking time off to care for children or other family members or for bereavement.

Table 17. Level of Department Support for Family Leave

Issue	Very supportive	Somewhat supportive	Neither	Somewhat unsupportive	Very unsupportive
Taking time off to care for children	47%	22%	15%	5%	5%
Taking time off to care for other family members, domestic partner, etc.	43	25	18	4	4
Taking time off for bereavement	52	20	13	4	5

Description of Campus Climate

Asked to what extent eight descriptors fit the overall climate on their campus, a majority rated their campus positively in terms of friendliness, concern, respect, being supportive and not being racist (combining the two scores at the positive end of the scale). The greatest areas of negativity were the 18 percent each who rated their campus as being indifferent and being homophobic. Seventeen percent found their campus to be sexist and 14 percent thought it was racist (Table 18).

Table 18. Description of Overall Climate on Campus

	1	2	3	4	5	
Friendly	25%	44%	20%	5%	1%	Hostile
Concerned	13	39	25	14	4	Indifferent
Respectful	19	37	31	8	.4	Disrespectful
Cooperative	15	34	31	11	2	Uncooperative
Supportive	16	37	30	10	2	Unsupportive
Racist	4	10	27	29	22	Non-racist
Sexist	5	12	27	29	20	Non-sexist
Homophobic	4	14	28	25	20	Non-homophobic

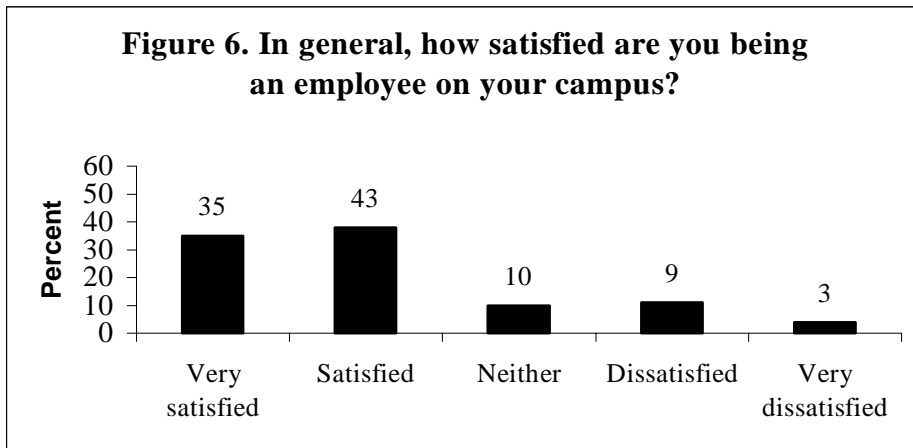
Awareness of Complaint Office

Do you know of a person or office where you could go with a complaint if you felt mistreated or discriminated against?

Eighty-one percent of the noninstructional academic and classified staff reported that they know of a person or office they could go to with a complaint if they felt mistreated or discriminated against. Twenty-nine percent said they would not feel comfortable going to that person or office if they had a complaint.

General Satisfaction

Non-instructional academic staff and classified staff women in general were quite satisfied with being an employee on their campus (Figure 6). Seventy-eight percent were either very satisfied or satisfied while 12 percent were either dissatisfied or very dissatisfied.



General Impressions

One hundred ninety-eight respondents expanded on climate issues in response to the question *Please provide any other information or expand on issues you consider important to the working climate on your campus.* They were asked to respond in their own words. Table 19 lists the categories of their responses. Since respondents could give more than one comment and not all respondents commented, percentages will not add to 100 percent. Classified staff were especially “vocal” in their concern about pay inequities as illustrated by the respondent who stated, “My biggest complaint is the major major pay range difference between classified and academic staff positions. I am extremely good at what I do and have been expanding my knowledge and experience in the 10 years I have worked here but I increasingly see much less qualified people being promoted or paid thousands of dollars more a year in pay only because they are academic staff. I thought being classified was a good thing but apparently it’s a demotion!

Table 19. Issues Considered Important to the Working Climate on Campus

Issues	Percent
Pay issues -major differences in treatment/pay of classified vs. academic staff/women underpaid	14%
Feel comfortable, content	11
Education discrimination - faculty and administration look down on classified staff	11
Status of women - lack respect for women, men in power, still a man's world/good old boys/sexism/women not valued/women not listened to	8
Overall respect for women	8
Sexism experienced or witnessed	7
Lack of diversity in department/campus	7
Stressful work atmosphere, overworked employees, poor supervisors	7
Promotion and job security issues - lack of, search and screen process, etc.	6
Poor working climate between administration and departments	6
More accountability/ performance evaluations for deans and administrators, employees more accountable	6
Classified staff & LTEs looked down on-overused, abused, excluded	5
Sexual preference /orientation discrimination or sexual harassment	5
Wisconsin Survey	46
Research Laboratory	UW System Climate Survey

experienced or witnessed	
Lack of training and orientation for new hires	5
Lack of courtesy - rude, insensitive, manipulative, gossipy co-workers	5
Diversity/harassment training needed	4
Affirmative action hiring programs cause problems - lack of qualifications among hires, must prove oneself over and over	4
Discrimination complaints-complex, don't know where to go	3
Women not hired or promoted	3
Racial/ethnic discrimination experienced or witnessed	2
Verbal abuse from men toward women	2
Differences between older and younger staff	2

Table 20 lists the categories of responses noninstructional academic staff and classified staff gave to the question *List suggestions you have for improving the campus environment for women academic and or classified staff*. Since respondents could give more than one comment and not all respondents commented, percentages will not add to 100 percent.

Suggestion	Percent
Job skills training, classes, workshops	16%
Advancement opportunities - revamp classification system, create academic staff positions, etc.	14
Appreciation/respect/recognition for work done	12
Diversity training: gender, race, sensitivity seminars/workshops	12
Lack of concern by superiors	10
Improve pay and grid system (new hires paid more than those here 20 years), need COLA same for academic staff as classified	9
Women in leadership roles, gender equity	9
More mentoring	6
Safety, security	2
Update job descriptions	2

UNDERGRADUATE STUDENT SURVEY

Background Characteristics

Table 21 describes the student respondents to this survey. Nonwhite female students were oversampled to be sure that their voices were heard in sufficient numbers, and that comparisons could be made between white and nonwhite students in their responses to these questions about the UW system climate for women.

Characteristic	Number	Percent
Age		
16-18	36	8%
19-20	176	38
21-25	184	39
26-30	27	6
31-52	43	9
No answer	2	.4
Year in College		
First	114	24%
Second	86	18
Third	97	21
Fourth	104	22
Fifth or more	63	13
No answer	4	1
Ethnic origin or race		
White	323	69
Black	27	6
Hispanic	22	5
Asian or Pacific Islander	58	12
American Indian	8	2
Other	30	6

Sexual Orientation		
Heterosexual	445	95
Bisexual	9	2
Gay	--	
Lesbian	3	1
Transgendered	--	
No answer	11	2
Person with a disability		
Yes	11	2
College/School Enrolled		
Intercollege	15	3
College of Agriculture & Life Sci	17	4
Business	68	15
Education	95	20
Engineering	8	2
Human Ecology	8	2
Law	7	1
Letters and Science	143	31
Medical	8	2
Nursing	21	4
Pharmacy	4	1
Veterinary	1	.2
Other	21	4
Undecided/undeclared	48	10
No answer	4	1

Twenty-six percent of the students had taken a women's studies course and 65 percent had taken a course on racial diversity. Equal percentages of white and nonwhite students had taken a women's studies course.

Experiences and Perceptions

The female undergraduate students were asked several sets of questions about their experiences at the University of Wisconsin and their perceptions about the climate for women, women of color, and gay, lesbian, bisexual or transgendered students on their campus. Tables 22 through 25 show the results of these questions. A majority of students gave positive responses to most of the statements presented to them (52 of 59 statements). On 2 of the 59 statements majority of students expressed negative opinions--1) students using sexist humor and 2) students making fun of gay, lesbian, bisexual and transgendered people (Table 24). Few students reported having certain types of interactions with instructors in Table 22, (on five items), for example, discussing personal problems or concerns with an instructor. But this finding should not necessarily be considered a negative experience for female students.

Table 22. How often have you experienced the following things since you have been a student at the University of Wisconsin?

Experience	Never	Rarely	Occ.	Often
Asked my instructor for information related to a course I was taking	7%	23%	48%	22%
Visited informally and briefly with an instructor after class	8	31	44	17
Made an appointment to meet with a female instructor in her office	21	32	39	7
Made an appointment to meet with a male instructor in his office	20	36	36	7
Discussed ideas for a paper or other class project with an instructor	11	28	45	15
Discussed career plans and ambitions with an instructor	26	38	26	9
Worked with an instructor on a research or service outreach project	73	16	7	4
Discussed personal problems or concerns with an instructor	66	24	9	1
Received unwanted sexual advances from an instructor or other staff member	98	1	.4	
Was made uncomfortable by instructors' comments on my physical appearance	96	3	.7	.1
Was made uncomfortable by fellow students' comments on my physical appearance	80	15	5	.3
Received an unfair or biased grade because of my gender	91	7	2	--
Received an unfair or biased grade because of my race	97	3	.4	.1

Received an unfair or biased grade because of my sexual orientation	98	1	.3	--
Felt afraid for my safety on campus	55	33	11	1

Table 23. How much do you agree or disagree with the following statements?

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Instructors have treated me with the same respect as they treat my peers	51%	40%	4%	5%	.7
Instructors have attributed my success to factors other than my ability	5	16	27	14	38
I have received clear and meaningful feedback on my assignments	21	52	11	14	2
I have often felt like an outsider in my classes	5	20	20	24	30
Other students have created an inhospitable atmosphere for me	2	7	15	22	54
Instructors have created an inhospitable atmosphere for me	2	6	12	22	58
In class, I am expected to speak on behalf of all members of my gender	2	6	22	18	51
In class, I am expected to speak on behalf of all members of my race	2	4	20	13	60
In class, I feel isolated or left out when group work is required	2	11	13	23	52
The climate for women of color is similar to that for white women	14	14	47	16	8
Women of color are isolated	3	14	41	14	27
Women of color lack adequate support and mentoring	2	8	48	13	28
When I entered the university, I was prepared to take entry-level courses in science, math, or engineering	46	26	10	9	9
I have been discouraged from considering some majors due to my gender	2	8	10	18	63

Tutoring or support services are available on campus to help me succeed in my courses	46	28	13	8	3
Services are available on campus to help me if I have a personal crisis	41	29	23	4	3
Services are available on campus to help me if I am sexually assaulted	42	30	23	2	3

Table 24. In the last year, how often have you seen or heard the following on your campus

Experience	Never	Rarely	Occ.	Often
Students using sexist humor	8%	22%	47%	23%
Faculty or staff using sexist humor	51	34	13	1
Students making fun of lesbian, gay, bisexual or transgendered people	18	28	37	16
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	77	17	4	.6
Students using racist humor	26	34	28	12
Faculty or staff using racist humor	82	14	3	.6
Students making insulting or disparaging remarks about women	24	36	28	11
Faculty or staff making insulting or disparaging remarks about women	73	21	5	.3
Students making insulting or disparaging remarks about people of color	37	33	21	7
Faculty or staff making insulting or disparaging remarks about people of color	82	14	2	.3
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	26	28	32	13
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	83	13	3	--
An instructor suggesting that men are more likely to succeed academically than women	65	24	9	2
A student suggesting that men are more likely to succeed academically than women	43	31	19	7

Table 25. How much do you agree or disagree with the following statements?

Statement	Strongly Agree	Somewhat Agree	Neither	Somewhat disagree	Strongly disagree
Academic expectations for female students are lower than for male students	2%	9%	16%	18%	53%
In class, ideas male students present are valued more highly than ideas female students present	2	13	14	27	44
In class, ideas white students present are valued more highly than ideas students of color present	2	6	24	16	51
Female students are seen as less qualified than male students	2	13	15	22	48
Students of color are seen as less qualified than white students	2	8	21	19	50
Generally, instructors treat female students with respect	58	31	7	2	2
Generally, instructors treat students of color with respect	57	27	11	2	2
Instructors respect the intellectual ability of female students	57	30	7	4	2
Instructors respect the intellectual ability of students of color	53	28	13	4	1
The climate in classrooms is less supportive of women than of men	2	10	24	20	42
Male students assume that women are admitted to college because of their gender	2	7	16	17	59
In class, male students generally speak more than female students	8	19	19	27	28
The process for resolving complaints about discrimination is effective	5	9	74	7	4

The next set of tables lists the responses to the items in Tables 22 through 25 from the most positive perspectives regarding experiences and climate issues to the most negative. To determine the percentage of positive and negative responses for each item, the rarely and never categories and the occasionally and often categories have each been combined and the strongly agree and somewhat agree categories and the somewhat and strongly disagree categories have been combined. In the tables, for negatively phrased statements, “positive” responses are indicated by high levels of disagreement or by many people saying they have rarely or never had this experience. “Positive” responses are in boxes to indicate the degree of positive perspectives for each item.

Table 22x. How often have you experienced the following things since you have been a student at the University of Wisconsin?

Experience	Occasionally or Often	Rarely or Never
Received an unfair or biased grade because of my race	0.5%	100
Received unwanted sexual advances from an instructor or other staff member	0.4	99
Was made uncomfortable by instructors' comments on my physical appearance	0.8	99
Received an unfair or biased grade because of my sexual orientation	0.3	99
Received an unfair or biased grade because of my gender	2	98
Was made uncomfortable by fellow students' comments on my physical appearance	5.3	95
Felt afraid for my safety on campus	12	88
Asked my instructor for information related to a course I was taking	70	30
Visited informally and briefly with an instructor after class	61	39
Discussed ideas for a paper or other class project with an instructor	60	39
Made an appointment to meet with a female instructor in her office	46	53
Made an appointment to meet with a male instructor in his office	43	56
Discussed career plans and ambitions with an instructor	35	64

Worked with an instructor on a research or service outreach project	11	89
Discussed personal problems or concerns with an instructor	10	90

Table 23x. How much do you agree or disagree with the following statements?

Statement	Agree	Neither Agree Nor Disagree	Disagree
Instructors have treated me with the same respect as they treat my peers	91%	4%	6%
I have been discouraged from considering some majors due to my gender	10	10	81
Instructors have created an inhospitable atmosphere for me	8	12	80
Other students have created an inhospitable atmosphere for me	9	15	76
In class, I feel isolated or left out when group work is required	13	13	75
Tutoring or support services are available on campus to help me succeed in my courses	74	13	11
In class, I am expected to speak on behalf of all members of my race	6	20	73
I have received clear and meaningful feedback on my assignments	73	11	16
Services are available on campus to help me if I am sexually assaulted	72	23	5
When I entered the university, I was prepared to take entry-level courses in science, math, or engineering	72	10	18
Services are available on campus to help me if I have a personal crisis	70	23	7
In class, I am expected to speak on behalf of all members of my gender	8	22	69
I have often felt like an outsider in my classes	25	20	54
Instructors have attributed my success to factors other than my ability	21	27	52
Women of color lack adequate support and mentoring	10	48	41
Women of color are isolated	17	41	41
The climate for women of color is similar to that for white women	28	47	24

Table 24x. In the last year, how often have you seen or heard the following on your campus?

Experience	Occasionally or Often	Rarely or Never
Faculty or staff using racist humor	3.6%	96%
Faculty or staff making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	3	96
Faculty or staff making insulting or disparaging remarks about people of color	2.3	96
Faculty or staff making insulting or disparaging remarks about women	5.3	94
Faculty or staff making fun of lesbian, gay, bisexual or transgendered people	4.6	94
An instructor suggesting that men are more likely to succeed academically than women	11	89
Faculty or staff using sexist humor	14	85
A student suggesting that men are more likely to succeed academically than women	26	74
Students making insulting or disparaging remarks about people of color	28	70
Students using racist humor	40	60
Students making insulting or disparaging remarks about women	39	60
Students making insulting or disparaging remarks about lesbian, gay, bisexual or transgendered people	45	54
Students making fun of lesbian, gay, bisexual or transgendered people	53	46
Students using sexist humor	70	30

Table 25x. How much do you agree or disagree with the following statements?

Statement	Agree	Neither Agree Nor Disagree	Disagree
Generally, instructors treat female students with respect	89%	7%	4%
Instructors respect the intellectual ability of female students	87	7	6
Generally, instructors treat students of color with respect	84	11	4
Instructors respect the intellectual ability of students of color	81	13	5
Male students assume that women are admitted to college because of their gender	9	16	76
Academic expectations for female students are lower than for male students	11	16	71
In class, ideas male students present are valued more highly than ideas female students present	15	14	71
Female students are seen as less qualified than male students	15	15	70
Students of color are seen as less qualified than white students	10	21	69
In class, ideas white students present are valued more highly than ideas students of color present	8	24	67
The climate in classrooms is less supportive of women than of men	12	24	62
In class, male students generally speak more than female students	27	19	55
The process for resolving complaints about discrimination is effective	14	74	11

The discussion of problem areas for female students is presented somewhat differently from that for the faculty and instructional academic staff and the noninstructional academic staff and classified staff surveys because the experiences and perceptions of climate issues grouped in distinctive ways for students.

Interactions with Instructors

Few students reported having discussed personal problems or concerns or working on a research or service outreach project with an instructor (Table 22). Less than one-half had ever made an appointment to meet with a female or a male instructor in their office or discussed career plans and ambitions. A majority had asked for information related to a course and discussed ideas for a paper or other class project, and had visited informally with an instructor after class.

Negative findings included that:

- 16 percent disagreed with the statement that they "have received clear and meaningful feedback on my assignments."
- 24 percent believe the climate for women of color is not similar to that for white women.
- 25 percent feel like they are outsiders in their class.

Students in this survey reported little in the way of intimidation, sexual advances or bias on the part of instructors, and there was little evidence that female students believe faculty treat women students with less regard intellectually than male students.

Further,

- 72 percent agreed with the statement that "services are available on campus to help me if I am sexually assaulted;" five percent disagreed.
- 91 percent of the students agreed with the statement that instructors treated them with the same respect as they treat their peers.
- 71 percent disagreed with the statement that academic expectations for female students are lower than for male students.

Female students tended to agree that they were prepared to take entry-level courses in science, math, or engineering; 72 percent agreed with the statement, 18 percent disagreed.

Ten percent agreed that they had been discouraged from considering some majors due to their gender, while 81 percent disagreed.

Student Behavior

Student respondents saw a clear difference in the behavior of faculty and staff and students toward women, minorities and gay, lesbian, bisexual and transgendered individuals. While the students reported little faculty and staff disparagement of women, minorities or people based on their sexual orientation, substantial percentages believed students made racist, sexist and homophobic remarks and disparaged these groups (Table 24). As one student responded in the survey, "The climate of my campus –is very pleasant, whoever, there seems to be many men that disrespect women. Not usually in the classroom, but more so when people go out. For example, when walking down the street guys may yell and say rude comments."

Comparisons of Nonwhite and White Students Regarding Climate

- Nonwhite female students were nine percent less likely to have asked their instructors for course information, nine percent less likely to have discussed career plans, and eight percent less likely to have visited informally with an instructor after class than white female students were.
- Forty percent of nonwhite female students compared with 53 percent of white female students disagreed with the statement that instructors attributed their success to factors other than their ability. Thirty-four percent of nonwhite students agreed that they felt like an outsider in their classes compared with 24 percent of white students.
- Fifty percent of nonwhite female students disagreed with the statement the climate for women of color is similar to that for white women compared with 22 percent of white female students. Thirty-two percent of nonwhite women agreed with the statement that women of color are isolated compared with 15 percent of white women. As one nonwhite respondent stated, "I am a Korean American female, and I often hear racist comments directed at me. Things like "gook"---"chink"—"China girl." It really makes me feel bad that people hate me because of my nationality. This school needs better awareness of ethnicity and different cultures—and we need a higher percentage of 'minorities' at this school."
- Nonwhite female students were less likely than white students to think that students use sexist humor occasionally or often (58 percent nonwhite female students to 70 percent white female students, and that faculty or staff use

sexist humor occasionally or often (eight percent nonwhite female students to 15 percent white female students).

- Nonwhite female students were also less likely to think students made fun of lesbian, gay, bisexual, and transgendered people and insulted them than white female students; 46 percent to 54 percent regarding making fun and 31 percent to 47 percent regarding insulting lesbians, gay, bisexual and transgendered people.
- There was no statistically significant difference between white female students and nonwhite female students in how often they thought students used racist humor or insulted people of color. Forty percent of white female students and 37 percent of nonwhite female students checked occasionally or often regarding students using racist humor, and 29 percent of white female students and 24 percent of nonwhite female students responded occasionally or often regarding students insulting people of color.
- White female students felt students insulted women more often than did nonwhite female students--40 percent to 32 percent.
- Nonwhite female students were twice as likely as white female students to disagree with the statement that the process for resolving complaints about discrimination is effective--20 percent to 10 percent.

Child Care

Eleven percent of the students reported having one or more dependent children living with them. Five percent reported having missed class because of problems with child care.

Only about one-quarter of the students were familiar enough with the child care situation on their campus to comment on its availability (Table 26).

	Readily available	Available with some searching or waiting	Very difficult to find	Completely unavailable	Don't know
For children aged two or older	16%	6%	2%	1%	73%
For children under two	8%	6%	4%	2%	79%

Awareness of Complaint Office

Fifty-five percent of the students reported that they know of a person or office where they could go to with a complaint if they felt mistreated or discriminated against. Thirty percent said they would not feel comfortable going to that person or office if they had a complaint. Equal percentages of white and women of color students were aware of a person or office to go to with a complaint about mistreatment or discrimination, and white and women of color students expressed the same level of comfort with going to that person or office.

Description of Campus Climate

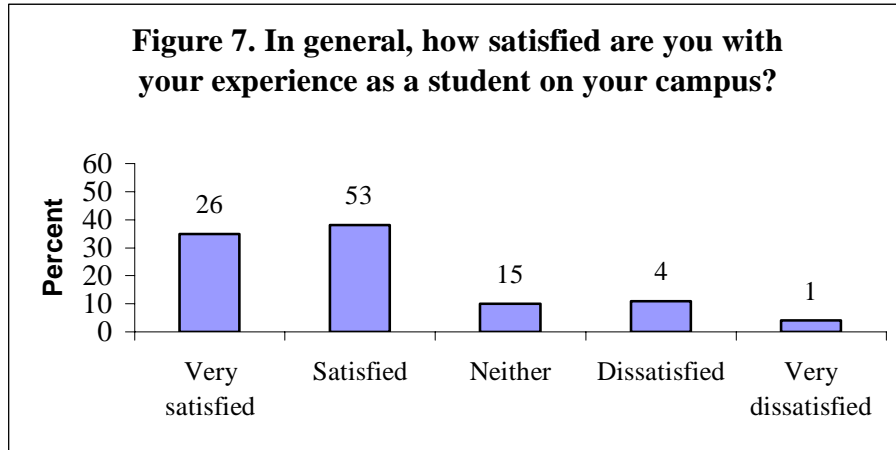
Asked to what extent eight descriptors fit the overall climate on their campus, a majority rated their campus positively in terms of friendliness, concern, respect, being supportive and not being racist or sexist (combining the two scores at the positive end of the scale). However, less than a majority viewed their campus as **not** being homophobic (combining the 1 and 2 categories). Twenty-seven percent thought their campus was homophobic (Table 27).

Table 27. Description of Overall Climate on Campus

	1	2	3	4	5	
Friendly	33%	47%	15%	4%	.1%	Hostile
Concerned	12	43	29	11	3	Indifferent
Respectful	26	46	20	6	1	Disrespectful
Cooperative	21	43	27	7	1	Uncooperative
Supportive	25	42	24	7	2	Unsupportive
Racist	1	6	23	38	30	Non-racist
Sexist	1	10	21	41	27	Non-sexist
Homophobic	6	21	28	25	18	Non-homophobic

General Satisfaction

UW women students expressed general satisfaction with their experiences as a student on their campus. Only five percent said they were dissatisfied or very dissatisfied, while 78 percent were either satisfied or very satisfied.



General Impressions

One hundred ninety of the student respondents wrote in response to the question asking them to comment on other information or issues that they considered important to the climate on their campus. A number of the students commented that their experiences had been positive in general (18 percent of the student respondents) or that their campus was diverse, welcoming with a friendly and open-minded atmosphere (9 percent of the students), and that racial discrimination, sexism, harassment, and homophobia were not problems.

Table 28. Issues Considered Important to the Climate on Campus

Issues	Percent
All positive experiences, enjoy my campus experiences, no problems	18
Sexism experienced or witnessed	18
Lack of racial/ethnic diversity on campus, diversity needed	13
This campus is diverse, welcoming, atmosphere friendly and open-minded	9
Professors, TAs or staff treat students badly, like children, don't care, lack respect for students	8
Racial/ethnic discrimination or prejudice experienced or witnessed, non-whites are isolated, clear racial separations	7
Sexism not a problem, not experienced, men and women treated the same	7
Non-traditional student issues - help student parents, child care, returning students not prepared for current classes	5
Racial discrimination is not a problem, not experienced	5
Faculty/staff respectful, helpful, accepting, teach without discrimination, etc.	5
More diversity and gender sensitivity courses, more accessible	5
Sexual preference discrimination or sexual harassment experienced or witnessed	4
Sense of community needs improvement, unfriendly campus	3
Student attitudes determine how they's be treated, college experience is what you make of it	2
Security and safety issues - better lighting, women's transportation, etc.	2
Negative statement about Women's Resource Center, Women's Studies	1
Sexual preference /harassment problems not an issue here	1
Women's Resource Center good	1

One hundred fifty one students gave suggestions for improving the campus environment for women students. The major suggestion was improving safety conditions. Some suggestions in this area included, "More 'street' lights need to be installed in neighborhoods adjacent to campus and on paths in wooded or obscured areas. The use of security guards in buildings at night (when late lectures or labs are held) might also make it safer for women on campus." "Creating a shuttle service linking dorms....after dark I felt my safety was at risk. The buses are effective yet I still had to walk alone from the Union...A direct shuttle would help students from [a particular dorm] easily work with other students. Down there it's scary at night."

Table 29. Suggestions for Improving the Campus Environment for Women Students

Suggestion	Percent
Physical safety and security steps--lighted walkways and parking lots, security officers at night, shuttle service, call boxes, etc	30
Information, publicity, orientation on what is available, where to go for support services	19
More women's studies/issues classes or conferences required	15
More diversity/sensitivity training required	10
Minority or female role models-faculty support advisors	9
Programs or help for non-traditional students-weekend courses, better child care, brush-up classes, etc.	7
Discussion groups, seminars, more things to do, support services and activities, sports/cultural events	4

SAMPLE METHODOLOGY REPORT

Prepared by Maritza Dowling

Population

Four major groups were targeted for the study. The population consisted of all system-wide 1) women faculty, 2) women instructional academic staff, 3) women classified staff, and 4) women undergraduate students. All male legal faculty employees were also included in the population. (See Table 1 for population counts. ¹) Graduate students were excluded from the definition of the target population.

Table 1. Targeted Groups

Group	Gender		Race	
	Female	Male	White	Non-White
Legal Faculty	2,346	6,168	-	-
Instructional Academic Staff	2,012	-	-	-
Academic & Classified Staff (Administrators & Non-Administrators)	10,500	-	-	-
Undergraduate Students	70,345	-	65,198	5,147
GRAND TOTAL	91,371			

Sample Frame

A letter was sent to all UW system registrars explaining the purpose of the study and requesting them to create five separate electronic **ASCII** comma-delimited files containing the following information by group:

Group 1: Legal Faculty
Group 2: Instructional Academic Staff
Group 3: Academic & Classified Staff (Administrators & Non-Administrators)
Employee name

¹ These are the preliminary counts reported by campus registrars. These counts were used to calculate the sample size needed within each group and obtain a rough estimate of the margin of error.

Classification Code
EMail address
Campus address
Campus phone number
Sex

Group 4: Undergraduate students

Student Name
Student ID Number
Campus ID Code
Student Year
Classification Code
Sex
Race
Home Address
Campus Address
Major Code

According to the information received from the registrars, the **actual** counts for each of the four targeted groups totaled 85,829 records. The sample was drawn using WSRL random number generation program.²

Sampling Selection Procedure and Sample description

Each of the four targeted groups represented a different stratum. The group of undergraduates was further stratified by race (white versus non-white). The legal faculty group was stratified by sex (female versus male). In addition, classified staff was stratified into two categories: administrators and non-administrators. As shown in Table 2, seven major strata were defined. A disproportionate stratified sampling scheme was used to select the sample of respondents. A total sample of 2,549 University members across the seven strata was selected to participate in the study. In estimating an appropriate sample size, an attempt was made to keep a constant margin of error across strata. A slightly higher proportion of undergraduate female non-white students was selected to assure a fair representation of this group in the final sample.

² The program requires the user to input the stratum population size, the desired sample size, and a random seed. The program then extracts the cases from the population files.

Table 2. Sample Selected by Stratum

Group/Stratum	Originally reported population Count	Actual Count	Sample
Legal Faculty: Female	2,346	1,974	356
Legal Faculty: Male	6,168	4,751	357
Instructional Academic Staff: Female only	2,012	2,210	267
Administrators: Female only	563	505	214
Non-Administrators: Female Only	9,937	11,631	429
Undergraduate: Female White	65,198	59,120	574
Undergraduate: Female Non-White	5,147	5,164	352
Total	91,371	85,355	2549

Response Rate and Weight Computation

Overall, response rates varied widely from group to group. After two follow-up mailings attempting to optimize the response rate, some groups achieved a response rate slightly lower than expected. The distribution of response rates by strata is presented in Table 3. Administrators and female legal faculty members obtained the highest response rate (77 and 71%, respectively). On the other hand, female undergraduates obtained the lowest response rates (43% for nonwhite undergraduates and 54% for white undergraduates). The highest weight was assigned to the group of white female undergraduates. This group had the largest population size and obtained the second lowest response rate in the study.

Table 3. Response Rate and Weight by Group

Group/Strata	Actual Count	Sample	Completed	Response Rate	Weight
Legal Faculty: Female	1,974	356	254	0.713	7.772
Legal Faculty: Male	4,751	357	212	0.594	22.410
Instructional Academic Staff: Female only	2,210	267	162	0.607	13.642
Administrators: Female only	505	214	164	0.766	3.079
Non- Administrators: Female Only	11,631	429	278	0.648	41.838
Undergraduate: Female White	59,120	574	312	0.544	189.487
Undergraduate: Female Non- White	5,164	352	150	0.426	34.427
Unknown			4		
Total	85,355	2549			