

EVALUATION OF CAMPUS CHILDCARE AT THE UNIVERSITY OF WISCONSIN-MADISON

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INTRODUCTION

The Women in Science & Engineering Leadership Institute (WISELI) is a research center at the University of Wisconsin-Madison funded by the National Science Foundation (NSF). WISELI's mission is to promote the participation and advancement of women in science and engineering, by transforming the University of Wisconsin-Madison through the creation of new programs and by continuing to support current campus-wide initiatives.

In their initial proposal to the NSF, the Principal Investigators of WISELI, Professors Jo Handelsman (Plant Pathology) and Molly Carnes (Medicine), committed to evaluating a number of campus-wide programs that were supportive of the goals and mission of WISELI. The following reports on campus childcare issues and programs.

EVALUATION DESIGN

We used two sources of data to inform the evaluation of childcare at UW-Madison. First, we interviewed 26 women faculty in the biological and physical sciences to collect baseline data about their experiences at the UW-Madison.² We then used the results from these interviews to develop a faculty worklife survey, which was administered to all UW-Madison faculty in 2003. Both the interviewees and survey respondents were asked specific questions about childcare.

In this report, we discuss the results from these two data sources the specifically address the following:

1. *Achieving Balance*. How do faculty members strike a balance between responsibilities at work and home?
2. *Effect of Children on Career*. What is the impact of balancing children and work?
3. *Finding Childcare*. What are faculty members' current and ideal childcare arrangements and priorities?

Finally, we conclude with a summary of our main findings, and suggest areas where future improvements to the campus-wide childcare might be made.

Women Faculty Baseline Interviews

The WISELI Research & Evaluation Team (RET) conducted interviews with 26 women faculty members at the University of Wisconsin-Madison. The purpose of the interviews was threefold: 1) to serve as a baseline from which to measure changes in women's experiences on campus following the completion of the grant; 2) to inform the development of a baseline survey that would be distributed to all faculty on the UW-Madison campus; and, 3) to help the WISELI staff as they made decisions about areas of further study and the development of WISELI-sponsored programs on campus.

The interviewee population was defined as those faculty members who: 1) were not clinical faculty (and thus on the tenure track); 2) who claimed one of the biological and physical sciences

² For a further discussion of the methodology of the women faculty interviews conducted by the WISELI Research and Evaluation Team, please see: Maidl Pribbenow, C., Lottridge, S., & Benting, D. (2004). *The climate for women faculty in the sciences and engineering: Their stories, successes, and solutions*. Madison, WI: WISELI.

divisions as their disciplinary home;³ 3) who had larger than 0% appointments; and 4) who were female.

The sample was generated by first determining the number of women to be selected from each college, and then randomly selecting the women in each college. The numbers in the sample for each college were intended to be roughly proportional to those in the population. Table 1 shows the distribution of the sample across UW-Madison colleges and schools.

Table 1: Distribution of Population, Sample, and Sample Percentage of Population by College or School

UW-Madison College or School	Population	Sample	Percent
College of Agriculture and Life Sciences (CALS)	39	7	18%
College of Engineering	13	2	15%
College of Letters and Science	42	8	19%
Medical School	72	7	10%
Schools of Pharmacy & Veterinary Medicine	13	2	15%
Total	179	26	

Within the numbers of each college, an effort was made to select women from different departments, titles (Assistant, Associate, Full, Distinguished), divisions, and years at UW. A random process was used to select participants; however, when two women from the same department were inadvertently selected, the second one was replaced.

The interviews were semi-structured and open-ended (see Appendix III for interview protocol). The interviewers did not necessarily follow the order of the protocol; rather, they followed the “train of thought” of the participant and referred back to the protocol to ensure that most topics were covered. The interviewers were not able to ask all of the questions that appeared in the interview protocol; no effort was made to follow up with participants to answer unasked questions. While the large-scale findings from the worklife survey (described below) give us a picture of the entire faculty, the interview findings reflect individual experiences and often complement the findings from the survey.

Faculty Worklife Survey

In 2003, WISELI implemented a campus-wide mail survey (the *Study of Faculty Worklife at the University of Wisconsin-Madison*, see Appendix II), developed from the interviews with 26 women faculty in the biological and physical sciences described above. In order to evaluate the impact of campus childcare at UW-Madison, the survey instrument included questions about childcare experiences in general, and about campus childcare in particular. The survey was primarily designed for faculty (male and female) in the biological and physical sciences at UW-Madison, but just before it was to go into the field the survey was expanded to include all faculty at UW-Madison.

³ All faculty members choose one of the four divisions on campus as their disciplinary home. The divisions that deal with promotion and tenure are: Biological Sciences, Physical Sciences, Social Studies, and Humanities. For those faculty who were hired very recently and had not yet chosen a division, a decision was made based on information found on the Internet about their research.

Survey Response Rates: Overall

The *Study of Faculty Worklife* questionnaires were mailed to a total of 2,254 faculty (including 38 clinical faculty in the School of Veterinary Medicine). Of these, 33 surveys were non-sample cases (undelivered with no forwarding address; away for the duration; or not eligible respondents), leaving a total sample size of 2,221. A total of 1,340 faculty and clinical faculty returned surveys, giving an overall response rate of 60.3%. Faculty and clinical faculty have similar response rates; thus, when clinical faculty are removed from the sample, the response rate of tenure-track faculty remains the same at 60.3%. Women responded at higher rates than men, with 68.4% of women returning their questionnaires compared to 57.3% of men in the full sample (Table 2).

Table 2: Response Rates for Men and Women

Gender	No. of Respondents	Total Sample	Percent
Men	939	1,638	57.3%
Women	399	583	68.4%
Total	1,338*	2,221	60.3%

*Two respondents removed their case IDs and did not report gender.

Although the survey was approved by the UW-Madison Institutional Review Board, several respondents expressed concerns about confidentiality and/or anonymity. Twenty-nine respondents removed their case ID numbers from their surveys before returning them. Consequently, we could not link these cases to the original sample frame and they are not always assigned in the sample analysis that follows. Where information was provided in the questionnaire (for example, the respondent provided his or her gender, race, department, etc.), the case is included in the tables; otherwise, it is left as missing data. Because it is considered a completed case even with the item non-response, it is included in the 1,340 returned surveys.

Survey Response Rates: Women Tenure-Track Faculty

Women faculty's response rate is comparable across the four academic divisions at UW-Madison, ranging from a low of 65.7% in Biological Sciences to 69.3% in Social Studies when academic division is defined by *department* rather than at the individual level (Table 3).⁴ Respondents provided departmental information in the *Study of Faculty Worklife* questionnaire, but not individual divisional affiliation (this was not asked on the questionnaire). Therefore, a divisional assignment was made on the basis of departmental membership. A list of departments assigned to each division is found in Appendix IV, as well as a list of which departments are considered "science" departments in these analyses.

⁴ Because no results will be reported at the departmental level, and because divisional affiliation is a convenient way to group departments, this departmental definition of "Division" will be used throughout this report.

Table 3: Response Rates by Division (Departmental)

<i>Division</i>	No. of Women Respondents	Total No. of Women Faculty Members	Percent
Biological Sciences	119	181	65.7%
Physical Sciences	32	47	68.1%
Social Studies	142	205	69.3%
Humanities	101	150	67.3%
Total	394	583	67.6%

Response rates are also quite consistent for women faculty across the different schools and colleges at UW-Madison (Table 4). Women faculty in the School of Human Ecology (SOHE) have the highest response rate at 79.2%, and women in the College of Agricultural & Life Sciences (CALS), School of Veterinary Medicine (VETMED), and the School of Nursing also responded at rates higher than 70%. Women faculty in the Medical School have the lowest response rate at 64.9%.

Table 4: Response Rates by School/College

School/College	No. of Women Respondents	Total No. of Women Faculty Members	Percent
Business, Law, Misc.	26	40	65.0%
CALS	39	55	70.9%
Education	34	52	65.4%
Engineering, Pharmacy, VETMED	39	55	70.9%
Letters & Science	170	257	66.1%
Medical School	50	77	64.9%
Nursing	17	23	73.9%
SOHE	19	24	79.2%
Total	394	583	67.6%

The survey was originally intended to target the six schools and colleges containing the majority of biological and physical scientists on campus: Letters & Sciences (L&S, Natural Sciences), Agricultural & Life Sciences (CALS), Engineering, Veterinary Medicine, the Medical School, and Pharmacy. Prior to fielding the survey, the WISELI directors visited the department chairs of all six schools except Pharmacy (which does not have departments) to promote the survey, and asked the department chairs of the Biological and Physical Science departments to encourage their faculty to return the survey. The difference in response between these “science” departments and “non-science” departments⁵ was small (Table 5).

Table 5: Response Rates by Type of Department

Type of Department	No. of Women Respondents	Total No. of Women Faculty Members	Percent
Science	145	220	65.9%
Non-Science	249	363	68.6%
Total	394	583	67.6%

⁵ With apologies, Kinesiology, Environmental Studies, and the social sciences are not included as “science” departments.

Women assistant and associate professors were more likely to respond than their professor counterparts, although the difference is slight (Table 6). There is also little difference overall in response between untenured and tenured faculty (Table 7).

Table 6: Response Rates by Rank (Title)

Rank	No. of Women Respondents	Total No. of Women Faculty Members	Percent
Assistant Professor	143	210	68.1%
Associate Professor	73	104	70.2%
Professor	177	269	65.8%
Total	393	583	67.4%

Table 7: Response Rates by Rank (Tenure Status)

Rank	No. of Women Respondents	Total No. of Women Faculty Members	Percent
Not Tenured	143	210	68.1%
Tenured	256	373	68.6%
Total	399	583	68.4%

Overall, under-represented minority (URM) women faculty tend to have a slightly higher response rate than majority faculty (Table 8). Although the numbers are too small to report in detail, we find that Blacks, Native Americans, and Hispanic women tend to have higher response rates than majority women faculty, while Asian women faculty have a lower response rate, although the differences are quite small. Finally, women faculty who are U.S. citizens are much more likely to have returned the survey, compared to those who are not U.S. citizens (Table 9).

Table 8: Response Rates by Race/Ethnicity

<i>Race/Ethnicity</i>	No. of Women Respondents	Total No. of Women Faculty Members	Percent
<i>Under-represented Minority</i>	63	90	70.0%
Majority	326	476	68.5%
Total	389	566	68.7%

Table 9: Response Rates by Citizenship

<i>U.S. Citizenship</i>	No. of Women Respondents	Total No. of Women Faculty Members	Percent
<i>Non-citizen</i>	25	540	68.9%
Citizen	372	43	58.1%
Total	397	583	68.0%

With an overall response rate of almost 70%, the data for women faculty is probably quite representative of all women faculty at UW-Madison. Furthermore, faculty of color do not appear to be under-represented in the female-only sample, as they are in the sample combining women and men faculty (not shown). Among science departments, women from the Medical School are slightly under-represented in our sample.

EVALUATION OF CAMPUS CHILDCARE

A faculty position in academia often requires individuals to work more than 40 hours per week, with some disciplines demanding even more. Providing adequate care for children while being part of this type of a work environment causes faculty to devise strategies to maintain their careers and meet all of their responsibilities at home.

Faculty members with children must strike a strict balance between the demands of their professional life and their responsibilities at home: the work-life balance. Faculty make complex personal and professional decisions in order to raise children while having a demanding career. Finding suitable childcare is closely related to how well they feel they achieve a work-life balance. According to the Study of Faculty Worklife Survey (Appendix II) and the interviews with women faculty (Appendix III), people had varying degrees of success at the work-life balance.

Achieving Balance

In the Study of Faculty Worklife Survey, we asked whether faculty agreed or disagreed⁶ with the following statement: *I am usually satisfied with the way in which I balance my professional and personal life*. Overall, 60.2% of faculty agreed that they were balancing the two roles satisfactorily (see Appendix I, Table A1 for more detail).

- Women faculty were significantly less likely than men faculty to agree (49.4% vs. 65.3%).
- Untenured faculty were significantly less likely to agree compared to tenured faculty (52.6% vs. 62.6%).
- Science faculty appeared to be more satisfied with the work-life balance than non-science faculty (63.7% vs. 55.9%). This is not an artifact of the greater proportion of men in the sciences, as women faculty in Biological and Physical Science departments are also significantly more likely than women in Social Science and Humanities departments to say they are satisfied with how they balance work and non-work roles.
- Those faculty who self-identify as gay or lesbian were much less likely to agree that they satisfactorily balance their personal and professional lives (34.4% vs. 61.1%).

Many of the women we interviewed said that the addition of children into a household had a significant influence on the balance of their professional and personal lives. In fact, some women felt that the issues women face in their careers are closely related to their parental status. Some felt that it influenced both women and men equally, whereas others felt it influenced women more than men. Alison, Elaine, and Natalie captured this sentiment in their comments below:

I don't care if you're a father or a mother. I don't care if you're a father with a stay-at-home wife. Having kids changes things. It takes your mind away when you least expect it. It limits the time you can spend [at work].

⁶ We combined “Agree Strongly” and “Agree Somewhat” statements into one general “agree” category for this analysis, and did likewise to arrive at a general “disagree” category.

That's the advent of when all of a sudden you go from just being a professional scientist with no constraints on you that are any different than anybody else, to all of a sudden being a mom. And having to juggle that for a long time, so I think that was the first time where I felt that there was a difference [between men and women faculty], and I have felt that since.

I think it is really difficult because typically young faculty people are at a young family stage as well. So I think it's probably very difficult to find two new responsibilities as a young parent—I mean for men and women. . . I [‘ve] thought . . . many times that some of the barriers for women are barriers for families in general.

In the campus-wide survey, we asked faculty to rate the extent to which they agree or disagree with the following statement: *I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities*. Overall, 39.0% of faculty respondents indicated that they agreed with this statement⁷ (see Appendix I, Table A1 for more detail).

- Interestingly, more tenured faculty than untenured faculty agreed (40.4% vs. 34.7%), but they have also had more years of professional activities to “forgo.”
- Faculty of color were also significantly less likely to agree with this statement compared to majority faculty (32.1% vs. 39.8%).
- No other significant group differences emerged for this question.

The women we interviewed who had children described strategies to cope with the balance of their children/family and their professional lives. They generally described three supports or coping mechanisms that helped them balance their work and family lives: 1) making children and work their main priorities (often at the expense of their own selves); 2) using the flexibility of the faculty position to work around childcare issues; and 3) having the support at home from a spouse, partner, or paid provider.

1) Making children and work the main priorities. The women faculty interviewees prioritized their goals so that their children/family and work were at the top. This meant, for many of them, separating their work and home by setting time limits on their work schedule, and by doing minimal, if any, work when they were at home. (It also meant spending little time on anything other than work and family.) The work/family separation was necessary in part simply because of the needs of their children, though it was also a reflection of the interviewees’ own assessment of what was most important to them. Jodi and Renee, in the excerpts below, described their approaches to drawing boundaries between work and home:

Yeah it's really balanced. . . The pursuit of the science is never finished—it could go on for 24 hours [a day] if you let it. So I just have starting and stopping points, and organize my day almost neurotically and finish at a particular time. I go home and I'm with my family 100%. And I only come back if I'm in the middle of an experiment that needs to be scored that night or there is some paperwork that needs to be done. And I try not to be here on weekends.

⁷ Several respondents strongly felt that the statement should have been worded the opposite way; e.g., *I often have to forgo personal responsibilities because of professional activities*.

I don't do any work at home, hardly. I'm either too tired, or if I just read a paper when I'm with the kids, and they're doing a puzzle, they write in what I'm doing, and they don't want me to do it. So I'm less flexible about going in and out of it versus when I'm reading a magazine or something. They pick right up on that so I don't even try.

2) Using the flexibility of the faculty position to work around child issues. A key factor in women's ability to balance their family and work lives was the flexibility inherent in their faculty position. Many of the women described creating work arrangements different from the typical "9-to-5 schedule"—they worked at home some days, began or ended their day at unusual hours, or left in the middle of the day. Oftentimes these arrangements centered around a childcare provider's schedule, their spouse/partner's schedule, and school activities. Jaclyn described finding a schedule that worked for her by "trial and error":

After my daughter was born, my husband and I traded off, so I worked at home Tuesdays and Thursdays, and I came in for my faculty meetings because those are on Tuesdays, or if something really critical was going on (but I tried not to). And that's actually been an effective schedule. I've stuck with that. And you know what: you learn that people figure out when you're going to be here, and in fact you can cue up your meetings on Monday, Wednesday, Friday, and you can keep your Tuesdays, Thursdays for your own work. And nothing bad happens, you know. It works. And so part of this is I think you go by trial and error and figure out how things work.

A few of the women who gave birth to children during their career at UW-Madison spoke of flexible childcare arrangements where they did not have to take a leave of absence, but instead worked continuously, though part-time, as an alternative arrangement. Leanne described this arrangement:

I started going back to work a couple weeks after my son was born, you know, I would bring him in with me. I was working about half-time, but I didn't really take a lot of time off, and so I [had] a more extended part-time than solid time off and solid time starting.

These alternative arrangements often meant that the woman faculty members missed some departmental functions, but most described ways they and their department were able to deal effectively with their issues. As mentioned in the quotes above and in the one below, some women made sure that they "pulled their weight" so that their colleagues would not feel that the women with children were getting special treatment. The issue of special consideration around childcare came up in a variety of interviews, and it was clear that this was an issue for the faculty we interviewed, either one they experienced as parents or in their observations of other parents. As Joanne describes below, the women found other ways to help their colleagues and contribute to the department:

Actually, people took it very well because I tried to balance the two in ways I could. After the kids were in bed, when I was writing grants, I was here until 1 a.m. People saw the effort and really tried very hard to work with me if there was a conflict in schedule. They really always tried. Maybe because whenever they need it, I back them up. I don't know. But I did not have any problem, and the department is really terrific [and] has to do with

what you do for other people as well. And so I don't think people should expect [that] just because you have kids [everyone] will always understand that you were too late.

The chairs of other women's departments were not always supportive of the women juggling their work schedule. These same women described departments whose views on working women parents were negative, and thus these women bore a stigma.

3) Having support at home from a spouse, partner, or paid provider. A critical factor the women interviewees described in their ability to balance their work and family lives was to have support at home, particularly from a spouse or partner. These women described the necessity of spousal/partner support in the day-to-day activities of child-rearing and home maintenance, and in the emotional support provided by a spouse or partner. As Edie said, "You can't do it all yourself—you have to be able to share duties with a spouse." While many interviewees felt that sharing childcare duties and coordinating schedules with one's spouse or partner was ideal, this was not a realistic scenario in every case. Pamela and Rebecca also commented on the helpfulness of having a paid provider:

It takes time to raise children. And I think that people think that people can do it, that women can be successful in [academia], but many times there's give somewhere in that situation. Either they're able to have a full-time nanny and that works out, and that's a very difficult situation because childcare as we know it is not a priority in this nation. . . So, many of those people have stay-home spouses and that works great.

I talked to several places on campus, and the options [for childcare] were limited, and the wait list was really long. We looked at women [who provided daycare in their homes]—that was another option we thought of. And then basically in-house, and for us we figured we'd save an hour a day in commuting if we have someone come in, and it's worked out fantastically.

Effect of Children on Career

In the Faculty Worklife Survey we asked faculty whether *personal responsibilities and commitments have slowed down [their] career progression*. Almost half of all faculty (42.5%) agreed that this was true (see Appendix I, Table A1 for more detail).

- Over half of women faculty agreed (51.0% compared to 38.8% of men).
- Faculty in the Biological and Physical Science departments were less likely to agree compared to those in Social Science and Humanities departments (37.0% vs. 49.0%). Again, this was true for both women and men faculty, so it is not an artifact of having a higher proportion of male faculty in the science departments.

We also explored to what extent departmental policies and norms and the attitudes of colleagues made it easier or harder to balance work obligations with family life. Here, we asked about some specific issues related to caring for children that departments and the faculty in them do to help and/or hinder the child-rearing process at home.

Overwhelmingly faculty thought their departments were very supportive of family obligations. Over 75% of respondents agreed that 1) *most faculty in [their] department are supportive of colleagues who want to balance their family and career lives*; that 2) *the department knows the*

options available for faculty who have a new baby; and that 3) the department is supportive of family leave (see Appendix I, Table A2 for more detail).

- Women faculty were less likely than men faculty to agree with any of those statements, and this difference is statistically significant for “having supportive colleagues” (72.7% vs. 82.0%) and “supporting family leave” (79.4% vs. 85.3%).
- Untenured faculty were less likely than tenured faculty to agree that the department “knows the options available for faculty with new babies” (71.1% vs. 80.6%) and that their departments “support family leave” (77.2% vs. 84.9%). Both men and women untenured faculty feeling this way.
- Faculty in science departments were also less likely to agree that their departments were supportive of new parents compared to faculty in non-science departments (79.3% vs. 87.3%), and again this is true for both men and women faculty.

Two statements addressed some specific actions of departments that some feel contribute to the difficulty of combining a faculty position with parenting. For both statements, a sizeable minority of faculty felt their departments were “guilty” of making things more difficult for parents. First, 40.3% of all faculty agreed that *it is difficult for faculty in my department to adjust their work schedules to care for children or other family members*, and 43.4% of all faculty agreed that *department meetings frequently occur early in the morning or late in the day*. Both of these statements address the scheduling of faculty duties within the department, and the possible effects of those responsibilities on care arrangements (see Appendix I, Table A2 for more detail). Women faculty in particular agreed more often than men that “it is difficult to adjust schedules” (45.6% vs. 38.0%).

Finally, as a way to ascertain the “climate” for parents in the department, we asked faculty if they agreed that *faculty who have children are considered to be less committed to their careers*. Some respondents had difficulty answering the question as we posed it because, as they wrote in the margins of the survey form, their responses are different depending on the gender of the particular faculty member (see Appendix I, Table A2 for more detail).

- Women faculty and untenured faculty were especially likely to agree that faculty with kids are thought to be less committed (32.8% and 27.7% respectively).
- Faculty in Science departments were significantly less likely to agree with this statement (18.7%), probably because very few faculty in Physical Science departments (16.2%) agreed, while almost one-third of faculty in Humanities departments (29.4%) agreed.

Finding Childcare

All Faculty

As Table B1 (Appendix I) shows, most faculty on campus are parents: 67.2% of survey respondents indicated that they have one or more children—35.9% have school-aged children (defined as children ages 6-17), and 12.9% have preschool children (defined as child ages 0-5).

- Those who are less likely than others to have children are: women faculty (53.8%), untenured faculty (54.1%), faculty in Humanities departments (59.0%), faculty of color (55.0%), and non-U.S. citizens (56.9%).
- Faculty in Biological Science departments are more likely to be parents (71.1%).
- Untenured faculty are significantly more likely to be parents of children under age 6 (31.5%, compared to 6.8% of tenured faculty). Similarly, faculty who are non-U.S.

citizens are more likely than other faculty to be parents of preschool-aged children (22.1% vs. 11.7%).

Faculty Parents

Among faculty who are parents, we find that the mean number of children is just over 2. On average, the youngest child was born around 1988, while the oldest was born around 1984 (see Appendix I, Table B1 for more detail).

- In all, 63.2% of faculty with children still have kids living in their home (defined as children under age 18), and 19.4% of faculty parents have a very young child (under age 6).
- Women faculty have fewer children than their male peers (1.8 vs. 2.2), and their children tend to be younger, as women faculty are significantly more likely to have school-aged children compared to men (60.0% of women faculty parents have school-aged children compared to 52.0% of men).
- Untenured faculty tend to have fewer children than do tenure faculty parents (1.9 vs. 2.2). Their children are younger, as untenured faculty are significantly more likely to have both school-aged children (63.2% vs. 51.8%) and young children (58.5% vs. 9.6%) than are tenured faculty.
- Faculty in Biological Science departments have more children on average than do faculty in other departments (2.2 children per Biological Science parent vs. 2.1 for parents in other divisions), while Social Science faculty have fewer children (2.0).
- No difference was found in the number of children between faculty of color and majority faculty (66.1% vs. 52.6%).
- Although faculty who are not U.S. citizens showed no difference in the number of children from faculty who are U.S. citizens, they do tend to have younger children, both very young children (under 6: 39.0% vs. 17.3%) and school-aged children (ages 6-17: 71.4% vs. 52.3%).

Children Born Each Year

In the survey, we asked respondents to provide the years of birth for all of their children. We also asked respondents to indicate the year each child entered the home. This was to account for children who entered the home at older ages (e.g., through adoption, as stepchildren, or other circumstances). One reason for asking such detailed information was so that estimates of how many children are born to faculty each year could be obtained. The results are shown in Appendix I, Table B2. Using only the “year of birth” variable will over-estimate this number because many of those children entered the faculty members’ homes through marriage to the children’s parents. On the other hand, the number of births will tend to be under-estimated because many respondents were reluctant to provide information about their children.

We estimate the number of children born to faculty on campus using a combination of the “Year of Birth” and “Year Child Entered Home” variables. If only the year of birth was provided, we assumed the child is a biological child of the faculty member, and use that year. If a “Year Child Entered Home” was provided and if this year was within five years of the child’s year of birth, then we used the “Year Child Entered Home” as the year that matters—this would be the year a faculty member would be most likely to extend the tenure clock and/or take parental leave. If the child was over five years old when he or she entered the faculty member’s home, we did not

count this child in Table B2—these children are more likely to be stepchildren, and it would be non-normative for a faculty member to take a tenure clock extension or parental leave in such circumstances.

Overall, faculty respondents have been producing about 52 children per year since 1991. Given that about 60% of faculty overall responded to our survey, we can estimate that around 85 children are born to or adopted by all faculty per year. These numbers have been decreasing over time: looking only at children born 2000 through 2003, the number is probably around 61 per year, in total.

Parents of School-Aged Children

In order to assist campus childcare experts with their planning for the future, we asked a number of questions about current childcare arrangements, and current childcare needs. These questions were only asked of faculty with children who need care. Many faculty members with children at home (under age 18) responded that they do not “currently use, or need, any day care services or programs to care for a dependent child.” This could be because 1) the child is old enough to care for him- or herself; or 2) there is an at-home care-taker for the child. Therefore, faculty with school-aged children who do not consider themselves as “using or needing care” went ahead and answered the questions anyway. In this section we report the responses of all those who answered the questions, whether or not they indicated they “use or need” care (see Appendix I, Tables B3 and B4 for more detail).

- Among all faculty parents with school-aged children, women and untenured faculty were much more likely to say they “use or need care” compared to men (61.9% vs. 32.2%), and to tenured faculty (62.0% vs. 33.3%).
- Those faculty with a spouse or partner who does not work in the labor force full-time were significantly less likely to indicate that they “currently use, or need, any day care services” for their children (23.7% vs. 54.2%).
- Faculty with a partner working part-time or less were significantly more likely to say that a “family member (spouse/partner, grandparent, yourself, etc.)” takes care of their children than are other faculty (52.0% vs. 20.1%), and significantly less likely to indicate that they use “after-school care” for their kids (16.0% vs. 51.8%).
- Women (17.7%), untenured faculty (17.9%), single parents (those parents who say they are single—not married and not partnered) (0.0%), and faculty in Biological Science departments (20.3%) are less likely to indicate that a family member takes care of their children.
- Women faculty are more likely to indicate that they place their children in “after-school care” than are men faculty (55.7% vs. 32.7%).

Returning to Table B3, faculty with children ages 6-17 appeared to be satisfied with their childcare arrangements overall, with 89.8% indicating that they are “Very Satisfied” or “Somewhat Satisfied” with their current arrangements. No significant differences between groups appeared. Because there was not a great deal of variation, we also dichotomized between those who were “Very Satisfied” with their arrangements, and all others. Many fewer faculty were “Very Satisfied” with their current childcare arrangements for their school-aged children (around 48.4% overall); however, no significant differences in being “Very Satisfied” appeared between any of the groups we investigated.

We also looked for differences in satisfaction with current childcare arrangements among faculty using each of the different arrangements used by parents of school-aged children (Appendix I, Table B5). When “satisfaction” is measured simply as Satisfied vs. Dissatisfied, no differences appear among the different arrangements. However, when we look at those who are “Very Satisfied” compared to all others, two striking differences appear.

- First, those parents of school-aged children who use the UW-Madison childcare centers (e.g., Bernie’s Place, Eagle’s Wing, etc.) were significantly more likely to say they are “Very Satisfied” with their childcare than parents not using these centers (80.0% vs. 44.2%)⁸.
- Second, parents who say that their children take care of themselves were significantly less likely to say they are “Very Satisfied” with the arrangement (20.0% vs. 52.5%) compared to faculty using other after-school arrangements.

Finally, we asked survey respondents to indicate which childcare issues are a priority for them (Appendix I, Table B6a). We looked at the issues rated as “High Priority” or “Quite a Priority” for faculty with school-aged children, and found that *Care for school-aged children after school or during the summer* was by far the biggest priority of faculty: 71.7% indicated after-school care is a “High” or “Quite” a priority.

- This was an even higher priority for women faculty, with 81.1% of women faculty reporting after-school care to be a high priority (compared to 65.5% of men).
- Single parents also rated the priority of after-school care very highly (81.8% said it was “High” or “Quite” a priority), although due to the small number of single parents, this is not statistically different from the rest of the faculty.
- Faculty in Physical Science departments thought this was less of a priority, as only 52.6% of Physical Science faculty rated this choice as a high priority (compared to 76.4% of faculty in other departments); still this was the category chosen most often by Physical Science faculty.

Childcare when your child is sick and back-up or drop-in care when your usual childcare arrangements do not work are the next highest childcare priorities for faculty with school-aged children, with over half of such faculty rating each arrangement as “High” or “Quite” a priority. Again, women faculty and single parents rated each of these categories as higher priority than male faculty, and faculty in Physical Science departments rated them lower. Faculty parents with a spouse or partner at home were significantly less likely to rate sick childcare or back-up care a high priority. A few of our interviewees also addressed this issue:

More childcare on campus I think would be very helpful. And also some provision for kids that are ill—I mean they have a low-grade fever or something.

What I’m feeling is that [what] we have in terms of gender issues and department chairs deals mostly around kids. It’s anti-family. And it’s just not acceptable for me to be out with a sick child.

⁸ This finding remains when parents who have a school-aged child *and* a preschool-aged child are removed from the analysis (not shown).

I've heard miserable stories from people where they felt like their department chairs told them, 'You know you can't stop; no, you still have to teach your course; you still have to be here; if you have a sick child that you have to take to the doctor I'm marking that down and you're getting vacation time taken away from you.'

The rest of the arrangements we asked about were high priorities for less than half of the respondents overall (Appendix I, Table B7). They were:

- Availability of campus childcare;
- Availability of infant/toddler care;
- Childcare specifically designed for children with developmental delays or disabilities;
- Childcare when you are away at conferences and special events held elsewhere;
- Extended-hour childcare when you must work evenings, nights, or weekends;
- Assistance in covering childcare costs;
- Assistance with referrals to non-university childcare situations.

However, some specific groups had higher priorities for these choices (see Appendix I, Table B6a for more detail).

- Over half of women faculty also chose campus childcare and conference/event care as high priorities.
- Faculty in Humanities departments prioritized conference/event care, extended-hour care, cost assistance, and childcare referrals as especially high compared to faculty in non-Humanities departments.
- Faculty of color placed high priority on campus childcare, infant/toddler care, and cost assistance with childcare than did their majority counterparts.
- Non-U.S. citizens also put a higher priority on infant-toddler care.
- Single parents rated conference/event care, extended-hour care, and cost assistance as “High” or “Quite” priorities.

Parents of Preschool-Aged Children

Faculty members who have children under age 6 are about twice as likely as faculty with school-aged children (ages 6-17) to indicate that they currently use or need childcare services (Appendix I, Table B3).

- Women faculty and faculty in Humanities departments were significantly more likely to indicate that they need care for their young children (100.0% of women compared to 73.7% of men (100.0% of Humanities faculty compared to 76.9% of all other faculty combined).
- Less likely to need care for their infants and toddlers were faculty in the Physical Sciences (63.6% vs. 85.0%), faculty in Science departments (72.2% vs. 91.4% in non-Science departments), and faculty with a spouse or partner who is not employed full-time in the labor force (51.8% vs. 95.4%).

Women faculty tend to use a family member as a childcare provider less often than men faculty (11.4% vs. 36.0%) as is also the case with untenured faculty versus tenured faculty (19.5% vs. 40.4%), as shown in Appendix I, Table B4. Faculty with a spouse/partner at home at least part-

time were much more likely to indicate that a family member cares for their child(ren) (46.7% vs. 23.1%). Other than these few differences, very little variation in the types of childcare chosen by parents of young children appeared in our data.

Returning to Table B3 (Appendix I), faculty with young children appeared to be even more satisfied with their childcare arrangements than were faculty with older children. Out of all faculty with children under age 6, 92.5% indicated they are “Very” or “Somewhat” satisfied with their arrangements, and this does not vary by demographic group. Again, to see whether more variation appears we looked at the “Very Satisfied” answers compared to all other choices. Over half (57.1%) of infant/toddler/preschooler parents are “Very Satisfied” with their childcare arrangements, and again, this does not vary by demographic group.

Two striking differences appear when we look at satisfaction with childcare arrangement by the type of arrangements utilized by parents with children under age 6 (Appendix I, Table B5):

- First, those parents of young children who use the UW-Madison childcare centers (e.g., Bernie’s Place, the Waisman Center, the UW Preschool Labs, etc.) are significantly more likely to say they are “Very Satisfied” with their childcare than parents not using these centers (78.8% vs. 49.5%).
- Second, parents who use an in-home provider, such as a nanny, are significantly less likely to say they are “Very Satisfied” with the arrangement compared to faculty using other arrangements (38.5% vs. 61.3%).

In Table B6b (Appendix I) we turn to childcare priorities for faculty with very young children. *Availability of infant/toddler care* is a high-priority childcare issue, with 68.9% of faculty with children under age 6 rating it a “High Priority” or “Quite a Priority.”

- Faculty particularly in Biological Science departments rated this a high priority (80.0%).
- Faculty in Physical Science departments were much less likely to make infant/toddler care a high priority compared to other faculty (42.9%).
- After-school/summer care was rated highly overall by faculty with young children (66.2% gave it a high priority), but this option is in reference to older school-aged children rather than young children.
- Back-up/drop-in care is a high priority for 63.2% of faculty, especially women faculty, untenured faculty, and faculty in Biological Science departments. Faculty in Social Studies departments and faculty with a partner at home at least part-time rated back-up care as less of a priority (44.7% and 36.7% respectively).
- Campus childcare is a high priority for 60.2% of faculty. Again, women rated it as a higher priority than men (72.1% vs. 53.9%) and untenured faculty rated it as a higher priority than tenured faculty (69.7% vs. 47.4%).
- Sick child care was rated a high priority by 59.4% of faculty with young children, and again, women (76.7%) and untenured faculty (66.2%) rated this a higher priority than other faculty.

The other childcare issues we asked about garnered a “High Priority” response for less than 50% of faculty with young children, except for some individual demographic groups (see Appendix I, Table B7 for more detail).

- Over half of women faculty with children under age 6 rated conference/event care, cost assistance with childcare, and childcare referrals as a high priority.
- Untenured faculty and faculty in the Humanities also thought that cost assistance and childcare referrals were high priorities.
- Over 60% of underrepresented minority faculty with young children thought that conference/event care and costs assistance with childcare were high priorities, although this is not statistically different from majority faculty due to the small number of faculty of color with small children.

SUMMARY: CHILDCARE

With approximately 90% of faculty with children under age 18 reporting they are “Very Satisfied” or “Somewhat Satisfied” with their childcare arrangements, it would seem that the current childcare resources available to faculty members are more than adequate. This largely positive report however, does mask some group differences, particularly for faculty who use in-home childcare (such as a nanny) or whose school-aged children care for themselves after school, and in the childcare priorities for women, untenured faculty, faculty of color, and faculty in Humanities departments.

The women faculty with children who we interviewed described a variety of types of childcare they used: in-home babysitters or nannies, childcare providers outside of the home, and/or spouses/partners. They used these resources in a variety of ways, sometimes attempting to minimize childcare by sharing unusual working hours with their spouse. The issues that women reported on were: 1) the expense and few slots for infant care (although many were reluctant to put an infant in childcare); 2) obtaining reliable information about childcare providers because there were few resources besides word-of-mouth (which is difficult to get if one is new to the Madison area); 3) finding childcare close to their home or work, especially on-campus or in-building childcare; and 4) childcare that could deal with emergencies such as sick children or late meetings.

FINAL RECOMMENDATIONS

The University-sponsored childcare centers appear to be very successful. Faculty who use these centers report being “Very Satisfied” with their childcare arrangements significantly more often than faculty who do not use them. This is true whether faculty have school-aged children or children under age 6. To increase the satisfaction level of childcare arrangements for faculty with children under age 18, the UW-Madison childcare committee might consider the following:

- 1) **Continue to work on improving departmental climate for faculty parents, especially mothers.** One relatively simple way to do this is to highlight the flexibility of work time for faculty; perhaps enhancing existing campus policy in this regard. WISELI climate workshops for chairs are a recommended avenue for this effort.

- 2) **Make more after-school and/or summer care available to parents on campus, or work in cooperation with community programs to provide such care.** Over 50% of all parents with school-aged children (ages 6-17) said this was a “High Priority,” and over 80% of parents whose school-aged children care for themselves (those least satisfied with their childcare arrangements) indicated that this was a high priority.
- 3) **Increase the availability of infant/toddler care on campus.** For parents with very young children (under age 6), those who were most dissatisfied with their arrangements were those who bring care providers into their own homes. The number one priority of these parents is the *availability of infant/toddler care* (84.6%), followed by *availability of campus childcare* and *back-up or drop-in care when your usual childcare arrangements do not work* (73.1% for both issues). In addition, 50.4% of all parents with children under age 6 said that *availability of infant/toddler care* was a “High Priority,” while 46.7% said that *availability of campus childcare* is a “High Priority.” A couple interviewees echoed these sentiments:

I'm sure male and female faculty would appreciate on-site childcare. It's nice that there are sites in Eagle Heights and on Linden and in the Waisman building. I know there is an infant site on University Avenue that can take maybe six infants. I was on the waiting list from week four of my pregnancy or something like that. I honestly don't know how, I mean the way my son will be able to start this fall where he is is because I have older daughters in the preschool lab and so I have priority. But I mean, how much more priority can you have?

I wish that I had gotten into the childcare on campus. I was hired in May and started in August, so everything was filled up. So I ended up having to go down to Fitchburg. So that's not working so well. I mean it's great childcare, but the commute. . .

Well, more childcare on campus would be a very good thing.

Consider developing a campus-wide plan for “reserving” several slots so that new faculty who arrive in August have access to slots that are normally filled by that time.

- 4) **Provide a clearer pathway to information about childcare; reach out to people who don't envision campus childcare as an option for their family; and partner with areas on campus that deal with childcare- and childbirth-related policies (e.g., the Tenure Clock Extension Policy, the Parental Leave Policy, etc.).** Some women interviewees seemed confused about their options for campus childcare. Also, partner with areas on campus that deal with childcare and childbirth-related policies:

I don't know if it's still a policy, but I was told several years ago that every new building that is to be built has to have a room to accommodate kids. I don't know

if this policy is still in effect and I never look in the books to see if it's for real or not. But that's what we were taught. And it's not in existence.

From interview notes: After achieving tenure she married, and later had a child. She said that she had not delayed marriage or having children because of trying to get tenure—that's just the way it worked out in her life. For the birth, she took one semester off (released the dollars) to buy out. There were three types of faculty policy procedures she could choose from: sick leave, take leave without pay, or have somebody else teach and handle the committees. She reviewed these options and picked the approach she wanted to use and went to her chair to make a plan. She continued to handle her own research during this time. When asked how she knew about these approaches, she had to think back, and then said that she had been on a search committee for a dean, and was at a meeting when a chair from another department mentioned ways to proceed. This person sent her the URL and she looked it up and decided how she wanted to go.

- 5) **Continue trying to make campus childcare affordable for everyone, but especially for women, single parents, and underrepresented minorities.** We usually think of faculty as being in a position to afford good childcare; however, our results show that this is not uniformly the case.
- 6) **Focus on specific groups for planning future childcare initiatives.** Our results show that childcare arrangements and priorities are not evenly distributed among faculty. Women faculty rate almost all childcare issues we presented as higher priority than do male faculty; the same is true for untenured faculty vs. tenured faculty with children under age 6. Further efforts to assess campus childcare needs might want to focus on these groups alone, as they seem to have the greatest need. Another interesting finding is that faculty in Humanities departments, single parents, and faculty of color appear to be the most concerned about the costs of childcare. We usually think of faculty as being in a position to afford good childcare; however, our results show that this is not uniformly the case. Our estimates also show that faculty at UW-Madison produce or adopt approximately 61 children per year. The Biological Sciences departments, in particular, show high rates of child production relative to other departments. Faculty in the College of Letters & Science, the School of Veterinary Medicine, and the School of Pharmacy also have rather high rates of reproduction/adoption when considered as a per-faculty-member rate (not shown). Any campus initiatives that begin to address issues of tenure clock extensions and parental leave might want to make sure to have representatives from these Colleges on the planning committees.

APPENDIX I: TABLES OF DATA FROM THE FACULTY WORKLIFE SURVEY

Table A1: Balancing Personal and Professional Life

	N	Usually Satisfied	Seriously Considered Leaving UW-Madison	Forgo Professional Activities	Career Progression Slowed
All Faculty	1321	60.2%	33.6%	39.0%	42.5%
Women	397	49.4% *	42.2% *	38.6%	51.0% *
Men	905	65.3%	29.4%	39.1%	38.8%
Untenured	323	52.6% *	37.4%	34.7%	46.3%
Tenured	996	62.6%	32.4%	40.4%	41.3%
Biological	456	62.9%	31.8%	40.8%	39.0%
Physical	261	65.1%	25.4% *	35.9%	33.5% *
Social	357	56.6%	34.8%	39.6%	48.6% *
Humanities	230	54.8%	43.0% *	37.2%	49.8% *
Science	717	63.7% *	29.5% *	39.0%	37.0% *
Non-Science	587	55.9%	38.0%	38.7%	49.0%
URM	111	55.0%	45.4% *	32.1%	36.8%
Majority	1174	61.2%	32.1%	39.8%	43.0%
Non-Citizen	140	59.3%	32.3%	37.0%	42.3%
Citizen	1161	60.6%	33.7%	39.2%	42.5%
Homosexual	32	34.4% *	58.1% *	30.0%	48.4%
Not Homosexual	1236	61.1%	32.5%	39.4%	42.5%

* T-test between groups significant at $p < .05$.

Table A2: Departmental Support of Family Obligations

	N	Supportive Colleagues	Difficulty Adjusting Schedules	Early or Late Meetings	Knows Options for Baby	Supports Family Leave	Kids= Less Committed
Total	1224	79.2%	40.3%	43.4%	78.4%	83.4%	21.1%
Women	366	72.7% *	45.6% *	44.0%	74.5%	79.4% *	32.8% *
Men	843	82.0%	38.0%	43.1%	80.3%	85.3%	16.2%
Untenured	262	78.2%	39.7%	41.3%	71.1% *	77.2% *	27.7% *
Tenured	933	79.5%	40.6%	44.0%	80.6%	84.9%	19.2%
Biological Science	417	80.1%	43.0%	47.0% *	78.8%	80.3%	20.1%
Physical Science	244	77.9%	37.4%	41.3%	70.6% *	77.3%	16.2% *
Social Studies	337	82.2%	34.6% *	38.6% *	84.8% *	88.6% *	21.1%
Humanities	210	75.2%	46.7%	45.2%	75.2%	85.0%	29.4% *
Science	661	79.3%	41.3%	44.9%	76.1%	79.3% *	18.7% *
Non-Science	547	79.5%	39.1%	41.2%	81.2%	87.3%	24.2%
URM	94	75.5%	47.0%	46.8%	73.1%	81.4%	21.3%
Majority	1103	79.7%	39.5%	43.2%	78.9%	83.7%	21.1%
Non-U.S. Citizen	124	79.8%	37.2%	40.2%	72.6%	87.0%	19.8%
U.S. Citizen	1083	79.1%	40.6%	43.8%	79.2%	83.2%	21.5%
Homosexual	31	61.3%	32.0%	40.6%	83.3%	80.0%	29.6%
Not Homosexual	1153	79.5%	40.7%	44.0%	78.4%	83.5%	21.1%

* T-test between groups significant at $p < .05$.

Table B1: Parental Status of Faculty

	N	Parent, Any Age	Parent, Age 6-17	Parent, Under 6	Number Children	
					Mean	(S.D.)
All Faculty	1316	67.2%	35.9%	12.9%	1.4	(1.2)
Women	396	53.8% *	32.1%	11.2%	1.0	(1.1) *
Men	902	72.8%	37.6%	13.6%	1.6	(1.2)
Untenured	320	54.1% *	34.0%	31.5% *	1.0	(1.1) *
Tenured	994	71.4%	36.6%	6.8%	1.6	(1.2)
Biological	456	71.1% *	36.9%	13.1%	1.6	(1.3) *
Physical	260	67.7%	39.5%	13.3%	1.5	(1.2)
Social	356	66.0%	34.7%	12.5%	1.2	(1.2)
Humanities	227	59.0% *	31.1%	11.6%	1.2	(1.2) *
Science	716	69.8% *	37.9%	13.2%	1.5	(1.2) *
Non-Science	583	63.3%	33.3%	12.1%	1.3	(1.2)
URM	111	55.0% *	35.8%	13.8%	1.1	(1.2)
Majority	1170	68.2%	35.6%	12.9%	1.4	(1.2)
Non-Citizen	137	56.9% *	40.4%	22.1% *	1.0	(1.3)
Citizen	1160	68.3%	35.4%	11.7%	1.4	(1.2)
All Faculty Parents	463	100.0%	54.0%	19.4%	2.1	(0.8)
Women	210	100.0%	60.0% *	21.0%	1.8	(0.7) *
Men	643	100.0%	52.0%	18.8%	2.2	(0.9)
Untenured	171	100.0%	63.2% *	58.5% *	1.9	(0.7) *
Tenured	689	100.0%	51.8%	9.6%	2.2	(0.9)
Biological	313	100.0%	52.6%	18.7%	2.2	(0.9) *
Physical	172	100.0%	58.7%	19.8%	2.0	(0.8)
Social	231	100.0%	52.8%	19.1%	2.0	(0.8) *
Humanities	132	100.0%	53.0%	19.7%	2.1	(0.9)
Science	485	100.0%	54.8%	19.1%	2.2	(0.8) *
Non-Science	363	100.0%	52.9%	19.3%	2.0	(0.8)
URM	59	100.0%	66.1% *	25.4%	2.1	(0.8)
Majority	785	100.0%	52.6%	19.1%	2.1	(0.8)
Non-Citizen	77	100.0%	71.4% *	39.0% *	2.2	(0.9)
Citizen	774	100.0%	52.3%	17.3%	2.1	(0.8)

* T-test between groups significant at $p < .05$.

Table B2: Children Born Per Year, 1991-2002

	1991-2002					2000-2002				
	Women	Men	Total**	Children Per Year, Survey	Children Per Year, Estimate*	Women	Men	Total**	Children Per Year, Survey	Children Per Year, Estimate*
Total	160	452	618	51.5	85.2	30	80	111	37.0	61.2
Departmental Division										
Biological	63	165	230	19.2	32.5	11	33	44	14.7	25.2
Physical	16	118	137	11.4	19.1	3	15	19	6.3	10.2
Social	49	107	156	13.0	21.2	8	17	25	8.3	13.6
Humanities	30	57	87	7.3	12.4	8	13	21	7.0	11.9
School/College										
BUS, LAW, MISC	5	24	29	2.4	4.8	1	1	2	0.7	1.2
CALS	24	67	91	7.6	12.1	2	9	11	3.7	5.9
EDUC	15	22	37	3.1	5.0	1	4	5	1.7	2.7
ENGR, PHARM, VET	18	103	123	10.3	16.4	4	18	22	7.3	11.9
L&S	62	163	225	18.8	32.0	17	34	51	17.0	28.8
MED	27	62	91	7.6	12.9	4	12	16	5.3	9.4
NURS	0	0	0	0.0	0.0	0	0	0	0.0	0.0
SOHE	7	6	13	1.1	1.8	1	0	1	0.3	0.4

* Estimated using survey response rates by gender and departmental division/gender and school, [Table xxx](#).

**Total may be more than sum of men + women due to missing data on gender.

Table B3: Childcare Needs and Satisfaction for Faculty with Children Under Age 18

	School-Aged Children (Ages 6-17)			Preschool-Aged Children (Under 6)		
	Need Care	Satisfied**	Very Satisfied	Need Care	Satisfied**	Very Satisfied
Total	40.1%	89.8%	48.4%	80.5%	92.5%	57.1%
Women	61.9% *	91.0%	47.4%	100.0% *	95.5%	63.6%
Men	32.2%	88.9%	49.1%	73.7%	90.9%	53.4%
Current Untenured	62.0% *	84.9%	47.0%	76.8%	90.9%	58.4%
Current Tenured	33.3%	92.5%	49.2%	86.2%	94.6%	55.4%
Biological Science	41.7%	92.5%	47.8%	77.2%	95.5%	63.6%
Physical Science	35.7%	89.2%	48.7%	63.6% *	90.9%	50.0%
Social Studies	41.8%	86.5%	51.9%	86.4%	87.2%	59.0%
Humanities	40.0%	89.3%	39.3%	100.0% *	96.0%	44.0%
Science Department	39.5%	91.4%	48.1%	72.2% *	93.9%	59.1%
Non-Science Department	41.2%	87.5%	47.5%	91.4%	90.6%	53.1%
Under-Represented Minority	51.3%	83.3%	44.4%	86.7%	92.3%	46.2%
Majority	39.8%	91.0%	49.4%	80.3%	92.4%	58.0%
Non-U.S. Citizen	52.7%	92.6%	48.2%	76.7%	100.0%	54.6%
U.S. Citizen	38.4%	89.8%	48.4%	80.9%	90.7%	56.5%
Single Parent	48.0%	100.0%	33.3%	100.0%	100.0%	33.3%
Married/Partnered Parent	39.7%	89.0%	49.1%	80.1%	92.3%	57.7%
Spouse/Partner at Home	23.7% *	91.8%	44.9%	51.8% *	90.3%	51.6%
Spouse/Partner FT Labor Force	54.2%	89.1%	49.6%	95.4%	93.1%	58.8%

* Significant difference at $p < .05$.

** Indicated "Very Satisfied" or "Somewhat Satisfied" with current childcare arrangements

Table B4: Childcare Arrangements for Faculty with Children Under Age 18

	School-Aged Children (Ages 6-17)								Preschool-Aged Children (Under 6)							
	UW Childcare Center	Non-UW Childcare Center	Provider's Home	In-Home Provider	Family Members	After-School Care	Child Cares for Self	Other	UW Childcare Center	Non-UW Childcare Center	Provider's Home	In-Home Provider	Family Members	After-School Care	Child Cares for Self	Other
Total	10.6%	23.3%	13.8%	21.7%	28.6%	42.3%	13.2%	7.4%	24.6%	42.5%	20.9%	19.4%	28.4%	12.7%	1.5%	2.2%
Women	10.1%	17.7%	7.6%	* 26.6%	17.7%	* 55.7%	* 16.5%	6.3%	31.8%	50.0%	13.6%	19.1%	11.4%	* 20.5%	2.3%	0.0%
Men	10.9%	27.3%	18.2%	18.2%	36.4%	32.7%	10.9%	8.2%	20.2%	39.3%	24.7%	11.1%	36.0%	9.0%	1.1%	3.4%
Current Untenured	13.4%	34.3%	11.9%	22.4%	17.9%	* 41.8%	9.0%	3.0%	27.3%	41.6%	22.1%	20.8%	19.5%	* 9.1%	0.0%	2.6%
Current Tenured	9.0%	17.2%	14.8%	21.3%	34.4%	42.6%	15.6%	9.8%	21.1%	43.9%	19.3%	17.5%	40.4%	17.5%	3.5%	1.8%
Biological Science	13.0%	21.7%	10.1%	21.7%	20.3%	* 46.4%	18.8%	5.8%	40.1%	40.0%	22.2%	20.0%	26.7%	17.8%	0.0%	2.2%
Physical Science	0.0%	* 18.4%	15.8%	23.7%	39.5%	31.6%	5.3%	5.3%	22.7%	31.8%	18.2%	18.2%	31.8%	9.1%	4.6%	0.0%
Social Studies	13.5%	25.0%	9.6%	21.2%	32.7%	40.4%	11.5%	13.5%	29.0%	47.4%	15.8%	21.1%	34.2%	5.3%	0.0%	2.6%
Humanities	14.3%	25.0%	25.0%	21.4%	28.6%	46.4%	14.3%	3.6%	11.5%	50.0%	30.8%	19.2%	19.2%	15.4%	3.9%	3.9%
Science Department	8.4%	20.6%	12.2%	22.4%	27.1%	42.5%	14.0%	5.6%	25.4%	48.4%	20.9%	19.4%	28.4%	14.9%	1.5%	1.5%
Non-Science Department	13.8%	25.0%	15.0%	21.3%	32.3%	41.1%	12.5%	10.0%	21.9%	37.3%	21.9%	20.3%	28.1%	9.4%	1.6%	3.1%
Under-Represented Minority	10.0%	45.0%	20.0%	15.0%	20.0%	41.0%	5.0%	5.0%	15.4%	69.2%	15.4%	7.7%	15.4%	15.4%	0.0%	2.5%
Majority	10.8%	21.0%	12.6%	22.8%	29.3%	50.0%	13.8%	7.8%	25.0%	40.0%	21.7%	20.8%	29.2%	12.5%	1.7%	0.0%
Non-U.S. Citizen	6.9%	34.5%	13.8%	17.2%	27.6%	44.8%	6.9%	0.0%	17.4%	52.2%	21.7%	21.7%	30.4%	8.7%	0.0%	0.0%
U.S. Citizen	11.4%	21.5%	13.9%	22.2%	29.1%	41.8%	14.6%	8.9%	25.0%	41.7%	21.3%	18.5%	27.8%	13.9%	1.9%	2.8%
Single Parent	0.0%	0.0%	* 16.7%	33.3%	0.0%	* 58.3%	16.7%	7.4%	66.7%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%
Married/Partnered Parent	11.4%	25.0%	13.6%	21.0%	30.7%	40.9%	13.1%	8.3%	23.7%	43.5%	20.0%	19.1%	29.0%	13.0%	1.5%	2.3%
Spouse/Partner at Home	4.0%	30.0%	12.0%	14.0%	52.0%	* 16.0%	* 12.0%	10.0%	16.7%	33.3%	23.3%	13.3%	46.7%	* 0.0%	* 0.0%	3.3%
Spouse/Partner FT Labor Force	13.0%	20.9%	14.4%	24.5%	20.1%	51.8%	13.7%	6.5%	26.9%	45.2%	20.2%	21.2%	23.1%	16.4%	1.9%	1.9%

* Significant difference at $p < .05$.

Table B5: Satisfaction with Childcare Arrangements, Faculty with Children Under Age 18

	School-Aged Children (Ages 6-17)			Preschool-Aged Children (Under 6)	
	% Satisfied**	% Very Satisfied		% Satisfied**	% Very Satisfied
University of Wisconsin childcare center	100.0%	80.0%	*	97.0%	78.8% *
vs. Other	88.5%	44.2%		90.9%	49.5%
Non-university childcare center	90.5%	52.4%		92.9%	50.0%
vs. Other	89.5%	46.9%		92.1%	61.8%
Childcare in the provider's home	84.6%	34.6%		89.3%	46.4%
vs. Other	90.6%	50.3%		93.3%	59.6%
In-home provider (nanny/babysitter in your home)	87.5%	40.0%		84.6%	38.5% *
vs. Other	90.3%	50.3%		94.3%	61.3%
Family members (spouse/partner, grandparent, yourself, etc.)	90.4%	42.3%		88.9%	50.0%
vs. Other	89.5%	50.4%		93.8%	59.4%
After-school care	87.2%	44.9%		N/A	N/A
vs. Other	91.6%	50.5%		N/A	N/A
Child takes care of self	84.0%	20.0%	*	N/A	N/A
vs. other	90.6%	52.5%		N/A	N/A

* T-test between those who use arrangement, and those who do not, is significant at $p < .05$.

** Indicated "Very Satisfied" or "Somewhat Satisfied" with current childcare arrangements.

Table B6a: Childcare Priorities for Faculty with School-Aged Children, Ages 6-17**

	Campus Childcare	Infant/Toddler Care	After School/ Summer Care	Sick Child Care	Back-Up/Drop-In Care	Disabled Child Care	Conference/ Event Care	Extended Hour Care	Cost Assistance	Childcare Referrals
Total	39.8%	40.0%	71.7%	54.1%	51.6%	18.0%	41.8%	31.2%	31.6%	28.4%
Women	50.7% *	49.3% *	81.1% *	63.5% *	62.2% *	24.3%	52.8% *	46.0% *	40.3% *	39.2% *
Men	32.4%	33.6%	65.5%	47.7%	44.6%	13.8%	34.6%	21.1%	25.5%	21.1%
Current Untenured	49.3%	47.8%	72.7%	57.6%	54.6%	19.4%	42.4%	36.4%	35.3%	35.8%
Current Tenured	34.5%	35.6%	71.2%	52.1%	50.0%	17.2%	41.4%	28.2%	27.4%	24.1%
Biological Science	46.3%	46.3%	77.3%	59.4%	53.0%	15.6%	40.0%	29.9%	23.9%	29.2%
Physical Science	18.4% *	18.9% *	52.6% *	36.8% *	27.0% *	2.6% *	31.6%	13.5% *	10.5% *	13.2% *
Social Studies	44.2%	44.2%	75.0%	45.1%	52.9%	26.9%	40.0%	33.3%	37.7%	23.1%
Humanities	48.2%	48.2%	76.9%	78.6%	75.0% *	29.6%	59.3% *	53.9% *	70.4% *	61.5% *
Science Department	36.2%	36.5%	68.3%	51.0%	43.7% *	10.8% *	36.9%	24.0% *	19.1% *	23.3%
Non-Science Department	45.6%	45.6%	75.6%	57.0%	60.8%	27.9%	46.8%	40.3%	48.8%	35.9%
Under-Represented Minority	50.0%	65.0% *	73.7%	70.0%	60.0%	15.0%	45.0%	25.0%	55.0% *	45.0%
Majority	38.4%	36.8%	71.8%	51.9%	50.3%	18.0%	40.1%	31.5%	28.5%	26.1%
Non-U.S. Citizen	41.4%	50.0%	58.6%	57.1%	55.2%	17.9%	48.3%	34.5%	41.4%	35.7%
U.S. Citizen	38.7%	37.4%	73.9%	53.3%	50.7%	17.7%	40.8%	30.1%	30.1%	27.5%
Single Parent	40.0%	30.0%	81.8%	81.8%	81.8% *	30.0%	80.0% *	81.8% *	72.7% *	40.0%
Married/Partnered Parent	40.0%	40.8%	70.9%	52.6%	50.0%	17.4%	39.8%	28.1%	29.1%	27.9%
Spouse/Partner at Home	23.5% *	30.6%	49.0% *	30.0% *	28.0% *	18.0%	30.0% *	16.7% *	22.5%	16.3% *
Spouse/Partner FT Labor Force	45.9%	43.4%	80.0%	63.2%	60.5%	18.1%	46.2%	36.3%	34.8%	32.8%

* Significant difference at $p < .05$

** "High Priority" or "Quite a Priority"

Table B6b: Childcare Priorities for Faculty with Preschool-Aged Children, Under Age 6**

	Campus Childcare	Infant/Toddler Care	After School/ Summer Care	Sick Child Care	Back-Up/Drop-In Care	Disabled Child Care	Conference/ Event Care	Extended Hour Care	Cost Assistance	Childcare Referrals
Total	60.2%	68.9%	66.2%	59.4%	63.2%	27.1%	37.6%	33.8%	46.3%	42.6%
Women	72.1% *	76.7%	81.0% *	76.7% *	81.4% *	27.9%	53.5% *	46.5% *	52.3%	50.0%
Men	53.9%	64.8%	58.9%	50.6%	55.1%	27.0%	30.3%	27.0%	42.7%	39.5%
Current Untenured	69.7% *	73.7%	73.7% *	66.2%	71.1% *	31.2%	43.4%	41.6% *	55.1% *	52.7% *
Current Tenured	47.4%	62.5%	56.1%	50.0%	52.6%	21.4%	29.8%	23.2%	33.9%	29.1%
Biological Science	71.1%	80.0% *	73.3%	75.0% *	77.3% *	34.1%	46.7%	42.2%	40.0%	62.0%
Physical Science	40.9% *	42.9% *	54.6%	59.1%	59.1%	13.6%	22.7%	22.7%	18.2% *	22.7% *
Social Studies	56.8%	67.6%	57.9%	34.2% *	44.7% *	18.4%	32.4%	29.0%	56.4%	33.3%
Humanities	61.5%	73.1%	72.0%	65.4%	69.2%	38.5%	42.3%	36.0%	64.0% *	68.0% *
Science Department	61.2%	68.2%	67.2%	69.7% *	71.2%	27.3%	38.8%	35.8%	32.8% *	38.5%
Non-Science Department	58.7%	69.8%	63.5%	46.9%	54.7%	26.6%	36.5%	31.8%	59.4%	47.5%
Under-Represented Minority	50.0%	66.7%	75.0%	53.9%	76.9%	15.4%	61.5%	30.8%	69.2%	46.2%
Majority	60.8%	68.9%	65.0%	59.7%	62.2%	28.6%	35.3%	33.6%	43.3%	42.6%
Non-U.S. Citizen	60.9%	72.7%	69.6%	60.9%	60.9%	45.5%	43.5%	26.1%	47.8%	45.5%
U.S. Citizen	58.9%	67.3%	64.5%	57.9%	63.6%	23.2%	37.4%	34.6%	45.4%	42.3%
Spouse/Partner at Home	36.7% *	55.2%	45.2% *	35.5% *	36.7% *	25.8%	29.0%	26.7%	43.3%	26.7% *
Spouse/Partner FT Labor Force	67.0%	72.8%	72.6%	66.7%	70.9%	27.5%	40.2%	35.9%	47.1%	47.5%

* Significant difference at $p < .05$

** "High Priority" or "Quite a Priority"

NOTE: "Single Parent" could not be analyzed; too few cases.

Table B7: Childcare Priorities for Faculty with Children Under Age 18**

	% High Priority	
	School-Aged Children (Ages 6-17)	Preschool-Aged Children (Under 6)
Availability of campus childcare	28.8%	46.7%
Availability of infant/toddler care	27.2%	50.4%
Care for school aged children after school or during the summer	51.3%	43.7%
Childcare when your child is sick	39.3%	41.5%
Back-up or drop-in care when your usual childcare arrangements do not work	33.5%	40.7%
Childcare specifically designed for children with developmental delays or disabilities	8.9%	10.4%
Childcare when you are away at conferences and special events held elsewhere	23.6%	18.5%
Extended hour childcare when you must work evenings, nights, or weekends	17.8%	17.8%
Assistance in covering childcare costs	23.6%	27.4%
Assistance with referrals to non-university childcare situations	17.8%	21.5%
Other	2.2%	3.6%

** "High Priority" or "Quite a Priority"

Study of Faculty Worklife at the University of Wisconsin-Madison



This questionnaire was developed to better understand issues related to quality of work life for faculty at the University of Wisconsin-Madison. This is part of a larger project, funded by the National Science Foundation, to develop new initiatives for faculty on campus.

Please return this completed questionnaire in the envelope provided to the:



University of Wisconsin Survey Center
630 W. Mifflin, Room 174
Madison, WI 53703-2636

Hiring Process

We are interested in identifying what makes UW-Madison attractive to job applicants, and the aspects of the hiring process that may be experienced positively or negatively. Please think back to when you first were hired at UW-Madison (whether into a faculty position or another position) to answer the following questions.

1a. What was your first position at UW-Madison? *Please check one.*

- ☐ a. Assistant Professor
- ☐ b. Associate Professor
- ☐ c. Professor
- ☐ d. Other

1b. In what year were you hired? _____ *Go to question 3*

2a. What position were you first hired into? _____

2b. What year were you hired? _____

2c. What year did you become faculty? _____

3. Were you recruited to apply for a position at UW-Madison? ☐ a. Yes ☐ b. No

4. Please Rate your level of agreement with these statements about the hiring process. If you were hired into more than one department or unit, please answer for the department or unit that you consider to be your primary department or unit.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I was satisfied with the hiring process overall.	1	2	3	4	NA
b. The department did its best to obtain resources for me.	1	2	3	4	NA
c. Faculty in the department made an effort to meet me.	1	2	3	4	NA
d. My interactions with the search committee were positive.	1	2	3	4	NA
e. I received advice from a colleague/mentor on the hiring process.	1	2	3	4	NA
f. I negotiated successfully for what I needed.	1	2	3	4	NA
g. I was naïve about the negotiation process.	1	2	3	4	NA
h. I was please with my start up package.	1	2	3	4	NA

5. What were the three **most important factors** that *positively* influenced your decision to accept a position at UW-Madison? *Check three.*

- | | |
|--|---|
| <input type="checkbox"/> a. Prestige of university | <input type="checkbox"/> i. Support for research |
| <input type="checkbox"/> b. Prestige of department/unit/lab | <input type="checkbox"/> j. Salary and benefits |
| <input type="checkbox"/> c. Geographic location | <input type="checkbox"/> k. Colleagues in department/unit/lab |
| <input type="checkbox"/> d. Opportunities available for spouse/partner | <input type="checkbox"/> l. Climate of department/unit/lab |
| <input type="checkbox"/> e. Research opportunities | <input type="checkbox"/> m. Climate for women |
| <input type="checkbox"/> f. Community resources and organizations | <input type="checkbox"/> n. Climate for faculty of color |
| <input type="checkbox"/> g. Quality of public schools | <input type="checkbox"/> o. Quality of students |
| <input type="checkbox"/> h. Teaching opportunities | <input type="checkbox"/> p. Other, please explain: _____ |

6. What factors, if any, made you hesitate about accepting a position at UW-Madison? _____

The Tenure Process at UW

7. Did you, or will you, experience the tenure or promotional process to associate professor at the UW-Madison?

☐ a. Yes ☐ b. No —————> Go to question 13



8a. Do you currently have tenure or an indefinite appointment?

☐ a. Yes ☐ b. No —————> 8b. What year do you expect to become an associate professor? _____



8c. What year did you become an associate professor? _____

9. Please indicate your level of agreement with the following statements regarding your experience with the tenure or promotional process in your primary unit or department.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am/was satisfied with the tenure/promotional process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure/promotion.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure/promotion.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure/promotion.	1	2	3	4	NA
e. I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
f. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	1	2	3	4	NA
g. My senior advisor/mentor committee is/was very helpful to me in working toward tenure/promotion.	1	2	3	4	NA
h. I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA

10. Have you ever extended or reset your tenure clock at UW-Madison?

☐ a. Yes ☐ b. No —————> Go to question 12 ☐ c. Not applicable —————> Go to question 13



11. For each time you have extended or reset your tenure clock, please list the reason you extended/reset the clock, the extent to which you feel your primary department/unit was supportive, and the reduced responsibilities you received.

	11a. What was the main reason for extending/resetting your tenure clock?	11b. How supportive was your department/unit? <i>Please circle on number on a scale of 1 to 4.</i>	11c. What reduced responsibilities were you granted, if any?
First Time		Extremely Supportive 1	
		Generally Supportive 2	
		Generally Unsupportive 3	
Second Time		Extremely Supportive 1	
		Generally Supportive 2	
		Generally Unsupportive 3	

12a. Did you choose NOT to extend/reset the tenure clock even though you may have wanted to?

☐ a. Yes



☐ b. No

→ Go to question 13

12b. Please explain: _____

Professional Activities

We are interested in a number of dimensions of the work environment for faculty at UW-Madison including your feelings about your work allocation, resources you have for research, service responsibilities, and your interaction with colleagues.

13. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

	% of time currently spend	% of time would prefer to spend
a. Research	_____ %	_____ %
b. Teaching	_____ %	_____ %
c. Advising students	_____ %	_____ %
d. Service	_____ %	_____ %
e. Administrative	_____ %	_____ %
f. Clinical	_____ %	_____ %
g. Mentoring	_____ %	_____ %
h. Extension	_____ %	_____ %
i. Outreach	_____ %	_____ %
j. Other _____	_____ %	_____ %
TOTAL	100 %	100 %

14. How much do you agree or disagree with the following statements about the resources available to you?

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I have the equipment and supplies I need to adequately conduct my research.	1	2	3	4	NA
b. I receive regular maintenance/upgrades of my equipment.	1	2	3	4	NA
c. I would like to receive more department travel funds than I do.	1	2	3	4	NA
d. I have sufficient office space.	1	2	3	4	NA
e. I have sufficient laboratory space.	1	2	3	4	NA
f. I have sufficient space for housing research animals.	1	2	3	4	NA
g. I receive enough internal funding to conduct my research.	1	2	3	4	NA
h. I receive the amount of technical/computer support I need.	1	2	3	4	NA
i. I have enough office support.	1	2	3	4	NA
j. I have colleagues on campus who do similar research.	1	2	3	4	NA
k. I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
l. I have sufficient teaching support (including T.A.s).	1	2	3	4	NA
m. I have sufficient clinical support.	1	2	3	4	NA

15. Do you currently collaborate, or have you collaborated in the past, on research with colleagues...

	Currently collaborate?		Collaborated in the past?	
	Yes	No	Yes	No
a. In your primary department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Outside your department, but on the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Off the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please indicate whether you have ever served on, or chaired, any of the following committees in your department.

Check NA if there is no such committee in your department.	Have you ever served on this committee?		Have you ever chaired this committee?		NA
	Yes	No	Yes	No	
a. Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Faculty search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Curriculum (graduate and/or undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Graduate admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Diversity committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please indicate whether you currently hold, or have held, any of the following positions on the UW-Madison campus:

	Currently hold		Held in the past	
	Yes	No	Yes	No
a. Assistant or Associate Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistant or Associate Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Director of center/institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Section/area head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Principal Investigator on a research grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Principal Investigator on an educational grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other, please explain: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Have you held any of the following leadership positions outside UW-Madison?

	Yes	No
a. President or high-level leadership position in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
b. President or high-level leadership position in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
c. Chair of a major committee in a professional organization or association?	<input type="checkbox"/>	<input type="checkbox"/>
d. Editor of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
e. Member of a national commission or panel?	<input type="checkbox"/>	<input type="checkbox"/>

19. Do you have an interest in taking on any formal leadership positions at the UW-Madison (e.g. dean, chair, director of center/institute, section/area head)?

☐a. Yes ☐b. No —————> Go to question 21



20a. Are there barriers preventing you from taking on such a position?

☐b. No —————> Go to question 21 ☐a. Yes



<p>20b. What are the barriers?</p> <hr/> <hr/> <hr/>
--

If you have an appointment in more than one department or unit, please answer question 21 and 22 using the department or unit that you consider to be your primary department or unit.

21. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I am treated with respect by colleagues.	1	2	3	4
b. I am treated with respect by students.	1	2	3	4
c. I am treated with respect by staff.	1	2	3	4
d. I am treated with respect by my department chair.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
h. In my department, I feel that my research is considered mainstream.	1	2	3	4
i. I feel that my colleagues value my research.	1	2	3	4
j. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
k. I feel like I “fit” in my department.	1	2	3	4
l. I feel isolated in my department.	1	2	3	4
m. I feel isolated on the UW campus overall.	1	2	3	4

22. How much do you agree or disagree with the following statements about your participation in the decision-making process in your department/unit?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I feel like a full and equal participant in the problem-solving and decision-making.	1	2	3	4
b. I have a voice in how resources are allocated.	1	2	3	4
c. Meetings allow for all participants to share their views.	1	2	3	4
d. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
e. My department chair involves me in decision-making.	1	2	3	4

Satisfaction with UW-Madison

We would like to know how you feel about the University of Wisconsin-Madison in general.

23. How satisfied are you, in general, with your job at UW-Madison? *Please circle one number on a scale of 1 to 4.*

Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied
1 2 3 4

24. How satisfied are you, in general, with the way your career has progressed at the UW-Madison?

Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied
1 2 3 4

25. What factors contribute most to your satisfaction at UW-Madison? _____

26. What factors detract most from your satisfaction at UW-Madison? _____

27. Have you ever considered leaving UW-Madison?

☐ a. Yes ☐ b. No —————> *Go to question 30*



28. How seriously have you considered leaving UW-Madison? *Please circle one on a scale of 1 to 4.*

Not very seriously
1

Somewhat seriously
2

Quite Seriously
3

Very seriously
4

29. What factors contributed to your consideration to leave UW-Madison? _____

UW-Madison Programs and Resources

UW-Madison has implemented a number of programs designed to improve the working environments of faculty on the UW-Madison campus. In the questions below, please help us to evaluate some of these campus-wide initiatives.

30-31. For each program available on the UW-Madison campus, please rate your perception of the value of the program and indicate whether you have used the program.

	30. How valuable is each program? <i>Please rate on a scale of 1 to 4 (whether or not you have used it).</i>					31. Have you ever used this program?	
	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Suspension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Dual Career Hiring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. Anna Julia Cooper Fellowships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. Inter-Institutional Linkage Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Split Appointments	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Family Leave	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. Ombuds for Faculty	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. New Faculty Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. Equity in Faculty Salaries Policy	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Women Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
l. Committee on Women	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
m. Office of Campus Child Care	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
n. Sexual Harassment Information Sessions	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
o. Life Cycle Grant Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
p. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

32a. What was your reaction to the compensation provided to some women faculty through the Gender Pay Equity Study in 2000? *Circle one response on a scale of 1 to 5.*

1 Very Positive

2 Somewhat Positive

3 Somewhat Negative

4 Very Negative

5 Don't know of program

32b. Please explain: _____

Sexual Harrassment

The UW-Madison defines sexual harassment as including unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when such conduct influences employment or academic decisions, interferes with an employee's work, or creates an intimidating, hostile or offensive work or learning environment. Please use this definition as you answer the next two questions.

33. Using this definition, within the last five years, how often, if at all, have you experienced sexual harassment on the UW-Madison campus? *Check one response.*

- ☐ Never ☐ 1 to 2 times ☐ 3 to 5 times ☐ More than 5 times

34. Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison.

<i>Circle one number on a scale of 1 to 4.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. Sexual harassment is taken seriously on campus.	1	2	3	4	DK
b. Sexual harassment is a big problem on campus.	1	2	3	4	DK
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	1	2	3	4	DK
d. The process for resolving complaints about sexual harassment at UW-Madison is effective.	1	2	3	4	DK

Balancing Personal and Professional Life

We would like to know to what extent faculty at UW-Madison are able to balance their professional and personal lives.

35. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	1	2	3	4	NA
b. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA

36. Have you cared for, or do you currently care for, dependent children?

- ☐ a. Yes ☐ b. No —————> *Go to question 42*



37. We are interested in how the timing of raising children affects career trajectories. For each child that has been dependent on you in the past or at the present time, please list the year that child was born, the year that child entered your home (if different), the child's gender, and year the child first moved out of your home (e.g., to attend college).

	Year of Birth	Year Child Entered Home	Child's Gender	Year child moved away
Child 1			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 2			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 3			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 4			<input type="checkbox"/> Male <input type="checkbox"/> Female	
Child 5			<input type="checkbox"/> Male <input type="checkbox"/> Female	

38. Do you currently use, or need, any day care services or programs to care for a dependent child?

☐a. Yes ☐b. No —————> *Go to question 42*



39. Which of the following childcare arrangements do you have? *Check all that apply*

- ☐a. University of Wisconsin childcare center ☐e. Family members (spouse/partner, grandparent, yourself, etc.)
☐b. Non-university childcare center ☐f. After-school care
☐c. Childcare in the provider's home ☐g. Child takes care of self
☐d. In-home provider (nanny/babysitter in your home) ☐h. Other (please specify): _____

40. How satisfied are you with your current childcare arrangements? *Circle one number on a scale of 1 to 4.*

Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied
1 2 3 4

41. To what extent are the following childcare issues a priority for you?

<i>Circle one number on a scale of 1 to 4.</i>	High Priority 1	Quite a Priority 2	Somewhat a Priority 3	Not at all a Priority 4
a. Availability of campus childcare	1	2	3	4
b. Availability of infant/toddler care	1	2	3	4
c. Care for school aged children after school or during the summer	1	2	3	4
d. Childcare when your child is sick	1	2	3	4
e. Back-up or drop-in care when your usual childcare arrangements do not work	1	2	3	4
f. Childcare specifically designed for children with developmental delays or disabilities	1	2	3	4
g. Childcare when you are away at conferences and special events held elsewhere	1	2	3	4
h. Extended hour childcare when you must work evenings, nights, or weekends	1	2	3	4
i. Assistance in covering childcare costs	1	2	3	4
j. Assistance with referrals to non-university childcare situations	1	2	3	4
k. Other, please specify: _____	1	2	3	4

42. Have you provided care for an aging parent or relative in the past 3 years?

☐a. Yes ☐b. No —————> *Go to question 44*



43. How much time on average do you, or did you, spend caring for an aging parent or relative **per week**? *Check one.*

- ☐a. 5 hours or less a week ☐b. 6-10 hours a week ☐c. 11-20 hours a week ☐d. 21-30 hours a week ☐e. More than 30 hours a week

44. With regard to **past or current care** of dependent children, aging parents/relatives, or a disabled spouse/partner, what would you recommend the University do to support faculty and staff?

Spouse/Partner's Career

45. What is your current marital or cohabitation status?

- ☐ a. I am married and live with my spouse —————→ Go to question 46
- ☐ b. I am not married, but live with a domestic partner (opposite or same sex) —————→ Go to question 46
- ☐ c. I am married or partnered, but we reside in different locations —————→ Go to question 46
- ☐ d. I am single (am not married and am not partnered) —————→ Go to question 49

46. What is your spouse or partner's **current** employment status? What is your partner's **preferred** employment status?

Check one for each.	Full-time	Part-time	Not employed	Retired
a. Spouse/partner's current employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Spouse/partner's preferred employment status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. Does your partner or spouse work at UW-Madison? ☐ a. Yes ☐ b. No

48. Please indicate how much you agree or disagree with the following statements about your spouse or partner's career.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	1	2	3	4	NA
b. I have seriously considered leaving UW-Madison in order to enhance my spouse/partner's career opportunities.	1	2	3	4	NA
c. My partner/spouse and I are staying in Madison because of my job.	1	2	3	4	NA
d. My spouse/partner and I have seriously considered leaving Madison to enhance both our career opportunities.	1	2	3	4	NA

49. Please indicate how much you agree or disagree with the following statements regarding your department/unit's support of family obligations. If you have an appointment in more than one department or unit, please answer the following questions using the department or unit that you consider to be your primary department or unit.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. The department knows the options available for faculty who have a new baby.	1	2	3	4	DK	NA
e. The department is supportive of family leave.	1	2	3	4	DK	NA
f. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

A person's health has been shown to be related to their work environment. Please answer the following questions about your health.

50. How would you rate your overall health at the present time? *Circle one number on a scale of 1 to 5.*

Excellent Very good Good Fair Poor
1 2 3 4 5

51. How often do you feel:

<i>Circle one number on a scale of 1 to 5 for each item.</i>	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	1	2	3	4	5
b. Fatigued	1	2	3	4	5
c. Stressed	1	2	3	4	5
d. Nervous	1	2	3	4	5
e. Depressed	1	2	3	4	5
f. Short-tempered	1	2	3	4	5
g. Well-rested	1	2	3	4	5
h. Physically fit	1	2	3	4	5

52. Do you have a significant health issue or disability?

☐ a. Yes ☐ b. No —————> *Go to question 54*



53. In dealing with this health issue or disability, how accommodating is ...

<i>(Circle one number on a scale of 1 to 4 for each statement).</i>	Very 1	Quite 2	Somewhat 3	Not at all 4
a. Your primary department?	1	2	3	4
b. UW-Madison?	1	2	3	4

Diversity Issues at UW-Madison

54. With respect to the recruitment of, climate for, and leadership of women faculty, how much would you agree or disagree with the following statements about your primary department/unit?

<i>Circle one number on a scale of 1 to 4.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few women faculty in my department.	1	2	3	4	DK
b. My department has identified ways to recruit women faculty.	1	2	3	4	DK
c. My department has actively recruited women faculty.	1	2	3	4	DK
d. The climate for women in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for women.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for women.	1	2	3	4	DK
g. My department has too few women faculty in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move women into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK

55. With respect to the recruitment of, climate for, and leadership of faculty of color, how much would you agree or disagree with the following statements about your primary department/unit?

<i>Circle one number on a scale of 1 to 4.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few faculty of color in my department.	1	2	3	4	DK
b. My department has identified ways to recruit faculty of color.	1	2	3	4	DK
c. My department has actively recruited faculty of color.	1	2	3	4	DK
d. The climate for faculty of color in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for faculty of color.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for faculty of color.	1	2	3	4	DK
g. My department has too few faculty of color in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move faculty of color into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote faculty of color into leadership positions.	1	2	3	4	DK

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

56. What is your sex? ☐a. Male ☐b. Female

57. What is your race/ethnicity? *Check all that apply.*

☐a. Southeast Asian

☐e. Native American (American Indian or Alaskan Native)

☐b. Other Asian/Pacific Islander

☐f. White, not of Hispanic origin

☐c. Black/African American, not of Hispanic origin

☐g. Other, please explain: _____

☐d. Hispanic

58. What is your sexual orientation? ☐a. Heterosexual ☐b. Gay/Lesbian ☐c. Bisexual

59. Are you a U.S. citizen? ☐a. Yes ☐b. No

60a. What degrees have you received? *Check all that apply.*

☐a. Ph.D.

☐d. J.D.

☐b. M.D.

☐e. M.A./M.S.

☐c. D.V.M.

☐f. Other, please list: _____

60b. Year earned highest degree: _____

60c. Institution grant highest degree: _____

61. Which department/unit did you have in mind when completing this survey? _____

62. As a general measure of socioeconomic background, what is/was your parents' highest levels of education?

<i>Check NA if not applicable.</i>	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU for your time!

APPENDIX III: WOMEN FACULTY INTERVIEW PROTOCOL

WISELI Baseline Interview Protocol for UW-Madison female faculty/staff/ instructors in sciences and in engineering

1. Tell me how you got to where you are today in your current position at UW. Start as early as you like.

FOR FACULTY:

We know: Title (Assistant., Associate, Full professor; Tenure-track or Tenured)

- How long working at UW-Madison in current position?
- Transferred from elsewhere? Went through tenure process elsewhere?
- Current position entails?
(__ % research, __ % teaching, __ % service, __ % administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)
- If switched from academic staff to faculty –find out when and how.

FOR ACADEMIC STAFF (RESEARCHERS, SCIENTISTS):

We know: Title (Researcher or Scientist --Assistant, Associate, Full)

- How long working at UW-Madison in current position?
- Transferred from elsewhere?
- Current position entails?
(__ % research, __ % teaching, __ % service, __ % administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)
- If switched from faculty to academic staff – find out when, how, and why.

FOR INSTRUCTORS:

We know: Title (Lecturer, Associate Faculty; other)

- How long working at UW-Madison in current position?
- Transferred from elsewhere?
- Current position entails?
(__ % research, __ % teaching, __ % service, __ % administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)

2. Tell me about your experience starting here. Start with when you first applied. Why here? Tell me about process, negotiations, etc.

Get info about:

- What motivated you to apply at UW-Madison?
- The hiring process (i.e., the application, interview, contract negotiation process).
 - FACULTY: Start up space? Start up dollars? What did you negotiate? What did you get? Satisfied with start up package?
- What was good about the hiring process? What could have been improved?
- Did you receive mentoring during the negotiations of start-up package? By whom?

- Was "dual hiring" an issue? Describe.
- How did this position fit (or not fit) with your career aspirations?

3. Let's talk about your [department, unit, or lab].

A) Briefly describe your [department, unit, lab] for me. (How large? Geographical layout (e.g. in one location or several locations)? Diversity in terms of gender, race/ethnicity, age?)

B) What's it like to work/be in your [department, unit or lab]? We are interested "in general" and for you "personally." Interested in resources and social environment.

Examples of prompts:

- What is "tone" of department? (friendly, supportive, competitive, hostile)
- unit/lab/departmental meetings-- how do you feel about your participation in meetings with colleagues? Other collegial interactions?
- how committee assignments are made
- FACULTY/INSTRUCTOR: how teaching assignments are made
- resources available in the department
- support for advancement in your career
- kind of chair/director you have
- your colleagues and your relationships with them

C) Do you or have you had a role in leadership? Describe. Do you want or plan towards a role in leadership?

D) What are the best features of your work environment?

E) How does working in this [department, unit, or lab] compare to other [departments, units, labs] (here and at other jobs) with respect to:

- resources?
- social environment?

F) What are the issues that come up for you in your [department, unit or lab]? How do/did you handle these issues?

EXAMPLES INTERVIEWEES MAY RAISE – Some may be used as probes if interviewee doesn't discuss.

- Amount of work demanded
- Amount of resources – space, assistance
- Course and service assignments
- Sense of isolation or limited social interaction in workplace
- Leadership by chair/director and support in your career
- Colleagues to work/talk with; Respect from colleagues
- Availability of mentors or role models
- Having a voice in unit/department policy

- Balance between work and non-work life (including child care)
- Sexual harassment
 - Discrimination
 - Things that are done to make you feel valued or de-valued

G) Based on issues raised by interviewee, ask:

- Have you used campus resources/initiatives to address these issues? [mention all]
Examples: Mentoring Child care
 Stopping the tenure clock Family leave
 Extended tenure clock Academic Staff merit
 Committee on Women Faculty Ombudsperson
 Sexual Harassment Workshops/Brochures
 Women Faculty Mentoring Program
 Employee Assistance
- Are there initiatives that WISELI could undertake to address these concerns?
(e.g., Leadership training for chairs/deans; Professional development workshops for faculty/staff; Studies of key issues)

4. Let's talk about balancing life at work and life outside of work.

A) Tell me about your commitments/interests outside of work.

- Partner/spouse?
- Children? Other dependents?
- Dual career? Both in sciences or engineering? Primary & secondary earners?
- Other commitments?
- How are responsibilities shared?

B) How do these commitments/interests influence your work?

Examples:

- Expectations about balancing career and life outside of work
- Ability to attend late meetings, work nights and weekends, work in lab 24-7
- Time
- Interruptions

C) Does balancing work and home life/interests have an effect on your physical and mental health? If so, in what way? Would you consider this effect to be positive or negative?

5. Can I ask you to reflect on your career at UW-Madison and to think about your future?

A) Tell me about how your career has evolved at UW-Madison?

- Has it evolved as you expected? How happy or satisfied are you in your career? Tell me about success and your definition of success. What motivates you?
- What are your short-term and long-term career goals?
- What has been most influential?

- Have you ever wanted or tried to leave UW-Madison? If so, what prompted you to want to leave? And, what kept you here? Did you re-negotiate space, salary, etc.?
- Do you plan to stay at UW-Madison?

B) Do you feel that your work has been supported/recognized at UW-Madison?

- If so, how has it been supported? (e.g., financial or other rewards; request for leadership roles; access to key committees; access to resources such as equipment and graduate students; research collaborators)
- Are there ways that you feel your work has NOT been supported/recognized at UW-Madison?

6. What role has gender played in your career and in your experience?

A) In your view, did gender effect your early career aspirations, experiences, or planning?

B) Does it effect your current work experience?

C) What's it like to be a woman working at UW in the [science, engineering]?

- Are there challenges or obstacles that women in [science, engineering] in general encounter?
- Are there challenges or obstacles that you encounter?
- Many women leave the [sciences, engineering] and leave academia. What keeps you in the [sciences, engineering]? Are there factors that keep you here?

D) How, if at all, do you think gender might play a role in your future professional career?

E) Have you observed differences between the career choices or paths of women and those of men in [science, engineering] in your [department, unit, or lab]? If so, what are they?

7. Let's talk about some of the gender issues people raise.

Discuss chart with interviewee

8. If these are experienced by you, where do you go (would you go, or did you go) to get assistance with these types of issues? What is available here? Where is more help needed?

9. What are your thoughts about the future for women in [sciences or engineering] at UW in particular? Why do you feel this way? How could WISELI fit with this future? Where should efforts be focused?

10. Feel free to make any additional comments.

FOR QUESTION #7.

The literature on women in science and engineering describes possible differences experienced by men and women in academic science and engineering careers. Here is a list of possible differences. Can you let us know:

- Have you have experienced any of these differences? (describe, if you have)
- Have you observed any differences experienced by other women in [science or engineering]?
- In your view, are some of these more serious/critical than others?

Differences in...	Experienced by interviewee	Observed by interviewee	Considered most/more critical
Allocation of teaching/service assignments (e.g., committees)			
Access to resources (lab or office space)			
Salary (although similar rank, title, experience, publications)			
Value/respect by colleagues			
Degree to which taken seriously as scholar/scientist/engineer			
Attitudes or consequences if one needs to meet family responsibilities, uses family leave, stops tenure clock, or attempts to job share			
Processes or standards for promotion			
Inclusion into professional collegial relationships			
Access to senior faculty			
Opportunities to show leadership			
Value given to informal service activities (e.g., community involvement)			
Negotiating salary when about to go elsewhere			
Involvement with colleagues in informal activities			
Interactional/conversational styles			
The experience of having your ideas ignored			
Feelings of professional or social isolation			
Feelings of being undervalued or ignored by colleagues			
Sexual harassment			
General happiness/mental health			
Physical health			

APPENDIX IV: DIVISIONAL INFORMATION

Division/Department	School/College*	“Science” Department
Physical Sciences		
Biological Systems Engineering	CALS	Yes
Soil Science	CALS	Yes
Chemical Engineering	ENGR	Yes
Civil & Environmental Engineering	ENGR	Yes
Electrical & Computer Engineering	ENGR	Yes
Biomedical Engineering	ENGR	Yes
Industrial Engineering	ENGR	Yes
Mechanical Engineering	ENGR	Yes
Materials Science & Engineering	ENGR	Yes
Engineering Physics	ENGR	Yes
Engineering Professional Development	ENGR	Yes
Astronomy	L&S	Yes
Chemistry	L&S	Yes
Computer Sciences	L&S	Yes
Geology & Geophysics	L&S	Yes
Mathematics	L&S	Yes
Atmospheric & Oceanic Sciences	L&S	Yes
Physics	L&S	Yes
Statistics	L&S	Yes
Biological Sciences		
Agronomy	CALS	Yes
Animal Science	CALS	Yes
Bacteriology	CALS	Yes
Biochemistry	CALS	Yes
Dairy Science	CALS	Yes
Entomology	CALS	Yes
Food Microbiology & Toxicology	CALS	Yes
Food Science	CALS	Yes
Genetics	CALS	Yes
Horticulture	CALS	Yes
Nutritional Sciences	CALS	Yes
Plant Pathology	CALS	Yes
Forest Ecology & Management	CALS	Yes
Natural Resources – Wildlife Ecology	CALS	Yes
Kinesiology	EDUC	No
Nelson Institute for Environmental Studies	MISC	No
Botany	L&S	Yes
Communicative Disorders	L&S	Yes
Zoology	L&S	Yes
Anatomy	MED	Yes
Anesthesiology	MED	Yes
Biostatistics & Medical Informatics	MED	Yes
Family Medicine	MED	Yes
Genetics	MED	Yes
Obstetrics & Gynecology	MED	Yes
Medical History & Bioethics	MED	Yes
Human Oncology	MED	Yes
Medicine	MED	Yes
Dermatology	MED	Yes

Medical Microbiology	MED	Yes
Medical Physics	MED	Yes
Neurology	MED	Yes
Neurological Surgery	MED	Yes
Oncology	MED	Yes
Ophthalmology & Visual Sciences	MED	Yes
Orthopedics & Rehabilitation	MED	Yes
Pathology & Laboratory Medicine	MED	Yes
Pediatrics	MED	Yes
Biomolecular Chemistry	MED	Yes
Physiology	MED	Yes
Population Health Sciences	MED	Yes
Psychiatry	MED	Yes
Radiology	MED	Yes
Surgery	MED	Yes
School of Pharmacy	PHARM	Yes
Animal Health & Biomedical Sciences	VET	Yes
Medical Sciences	VET	Yes
Pathobiological Sciences	VET	Yes
Comparative Biosciences	VET	Yes
Surgical Sciences	VET	Yes
Social Studies		
Agricultural & Applied Economics	CALS	No
Life Sciences Communication	CALS	No
Rural Sociology	CALS	No
Natural Resources – Landscape Architecture	CALS	No
Urban & Regional Planning	CALS	No
School of Business	BUS	No
Counseling Psychology	EDUC	No
Curriculum & Instruction	EDUC	No
Educational Administration	EDUC	No
Educational Policy Studies	EDUC	No
Educational Psychology	EDUC	No
Rehabilitation Psychology & Special Education	EDUC	No
School of Human Ecology	SOHE	No
Law School	LAW	No
Anthropology	L&S	No
Afro-American Studies	L&S	No
Communication Arts	L&S	No
Economics	L&S	No
Ethnic Studies	L&S	No
Geography	L&S	No
LaFollette School of Public Affairs	L&S	No
School of Journalism & Mass Communication	L&S	No
School of Library & Information Studies	L&S	No
Political Science	L&S	No
Psychology	L&S	No
Social Work	L&S	No
Sociology	L&S	No
Urban & Regional Planning	L&S	No
School of Nursing	NURS	No
Professional Development & Applied Studies	MISC	No
Humanities		

Art	EDUC	No
Dance	EDUC	No
African Languages & Literature	L&S	No
Art History	L&S	No
Classics	L&S	No
Comparative Literature	L&S	No
East Asian Languages & Literature	L&S	No
English	L&S	No
French & Italian	L&S	No
German	L&S	No
Hebrew & Semitic Studies	L&S	No
History	L&S	No
History of Science	L&S	No
Linguistics	L&S	No
School of Music	L&S	No
Philosophy	L&S	No
Scandinavian Studies	L&S	No
Slavic Languages	L&S	No
Languages & Cultures of Asia	L&S	No
Spanish & Portuguese	L&S	No
Theatre & Drama	L&S	No
Women's Studies Program	L&S	No
College Library	MISC	No
Library – Social Sciences	MISC	No
Liberal Studies & the Arts	MISC	No

* BUS = School of Business

CALS = College of Agricultural & Life Sciences

EDUC = School of Education

ENGR = College of Engineering

L&S = College of Letters & Science

LAW = Law School

MED = Medical School

MISC = Gaylord Nelson Institute for Environmental Studies (IES), Division of Continuing Studies, Libraries

NURS = School of Nursing

PHARM = School of Pharmacy

SOHE = School of Human Ecology