

**EVALUATION OF THE GENDER PAY EQUITY STUDY AND  
EQUITY OF FACULTY SALARIES POLICY  
AT THE UNIVERSITY OF WISCONSIN-MADISON**

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April 18, 2006

(Revised September 26, 2006)

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## Background

In the early 1990's the University of Wisconsin-Madison undertook an investigation of gender faculty compensation that culminated in the publication of the report, *Gender Equity Study of Faculty Pay: University of Wisconsin-Madison* (1992). This inquiry took place against the backdrop of increased academic and policy interest in the issue of gender equity in higher education that had begun two decades earlier (Barbezat 2002).

In line with accepted methodologies and similar exercises at other universities (Haignere 2002), the study utilized multivariate statistical regression techniques to investigate whether faculty pay was systematically linked to gender. The report found evidence of statistically significant differences in the pay received by women and men faculty remained after controlling for a variety of 'compensable' factors and suggested various remedies to redress this inequity.

The UW-Madison Faculty Senate responded to the study's findings by adjusting the salaries of women faculty and establishing a precedent for regular reviews of faculty gender pay equity (UW-Madison Provost 2006). A follow-up study that analyzed payroll data from November 1997 utilized similar methods as the 1992 exercise and found no evidence of aggregate gender inequity including rank as a 'compensable' factor (Harrigan 1998). The final report suggested, however, that routine reviews of faculty salaries should be continued and might focus on identifying outliers.

A policy for the regular review of faculty salaries was established in 2000-2001. This policy turned away from the multivariate statistical approach and adopted the individual-level matching approach suggested in the 1998 report. The policy called for department chairs to identify female faculty with outlying salaries and conduct a detailed review. The review involved selecting comparable male faculty and analyzing whether pay discrepancies were attributable to compensable factors or gender inequities (UW-Madison Provost 2001).

A 2000-2001 study, herein referred to as the 2000 Gender Pay Equity Study, used this alternate methodology in a follow-up exercise. In this study, some women were found to lag behind peer male faculty and were provided with additional compensation. The methodologies used in this exercise have been codified in the Equity in Faculty Salaries Policy, which instructs that an individual gender equity review be conducted for women faculty at crucial intervals in their careers (UW-Madison Provost 2006).

In the following report we evaluate the following—the 2000 Pay Equity Study and the Equity in Faculty Salaries Policy. This evaluation emphasizes faculty perceptions of and experiences with the programs and draws data gathered from a survey and interviews. Survey evidence was collected in 2003 as a part of the *Study of Faculty Worklife at the University of Wisconsin-Madison*. Qualitative evidence was collected from in-depth interviews with a sample of women faculty in the sciences and engineering at UW-Madison. Evaluation findings from these two sources are discussed in the first and second sections of the report. A final section summarizes the findings from both.

## Evaluation Methods and Results

### **Method 1: Survey Data**

A 2003 survey of faculty at UW-Madison incorporated several items regarding campus gender equity programs. Faculty were asked to rate the two programs, indicate whether they had made use of the Equity in Faculty Salaries policy, and describe their reaction to the recent Gender Pay Equity study (Appendix A, Q30-31j and Q32a-b). The survey data shed light on faculty's awareness, perceptions, and utilization of these programs<sup>1</sup>.

In the discussion that follows, we examine aggregate faculty responses as well as differences in responses across groups of faculty, including women and men faculty. Throughout the discussion, we exclude faculty who were hired in or after 2000 for survey items relating to the Gender Pay Equity study. We omit these responses here because the late hire-date of these faculty should be expected to preclude their knowledge of the study, which was conducted in 2000.

The most notable feature of responses to questions about the Equity in Faculty Salaries policy and Gender Pay Equity study is the large proportion of faculty who indicated they were unfamiliar with either program. Overall, 26.3% of faculty responded that they had *never heard of* the Equity in Faculty Salaries policies while 24.1% indicated that they *don't know of* the Gender Pay Equity study and the compensation provided to some women faculty as a result.

Different groups of faculty were more or less likely to report familiarity with these two programs. Women, tenured, and non-science<sup>2</sup> faculty were all significantly (at  $p < 0.05$ ) more likely to indicate that they knew of or had heard of the programs as compared to men, untenured, and science faculty (Figures 1-3). A number of other statistically significant differences in group 'don't know' rates were also observed (see Appendix B, Tables B1 and B2).

While it is not clear how faculty characteristics are causally linked to program awareness, it is possible to conclude that a large proportion of faculty are not well informed about UW-Madison's gender equity programs. Approximately 15% of women faculty report that they are unaware of each program, which suggests that a notable fraction of the population whom these programs purport to target do not know of their availability. Untenured faculty members are another under-informed group, with more than 40% and 50% unaware of the two programs, respectively.

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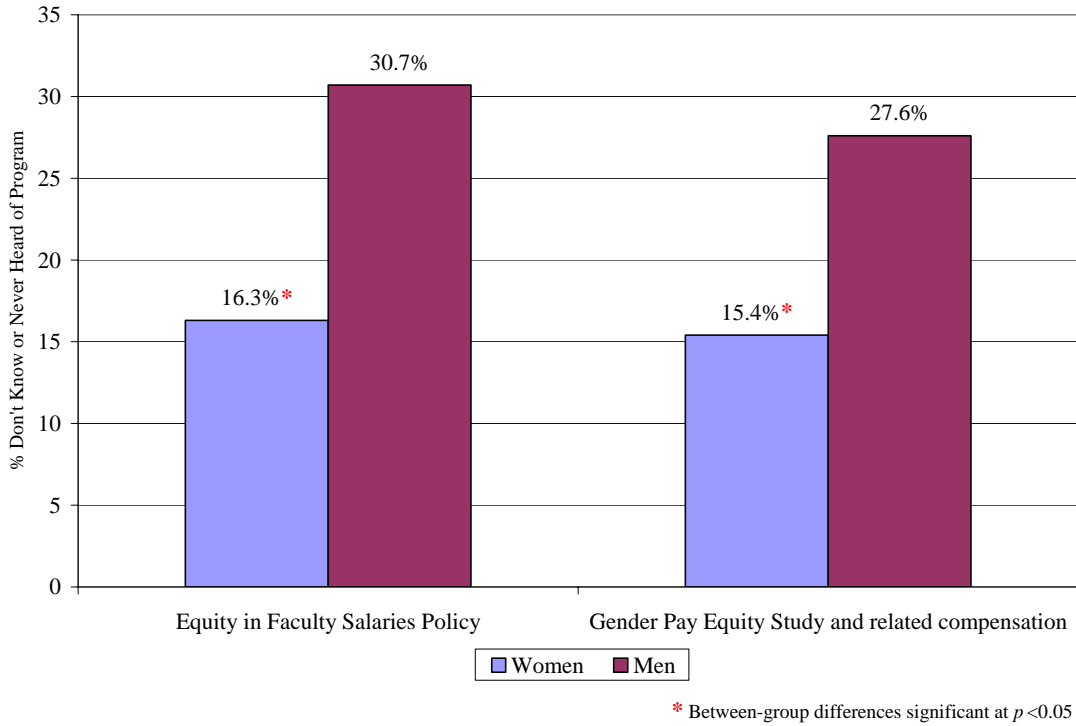
<sup>1</sup> Survey responses are taken as a representative sample of faculty experience. The group of survey respondents generally exhibited similar characteristics as the population of tenure-track or tenured faculty (includes clinical faculty in the School of Veterinary Medicine). Survey response rates varied across some faculty characteristics including gender, rank, and rank-by-gender, however, these discrepancies are too small to have had a substantive impact on the findings reported here. See:

<http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm>.

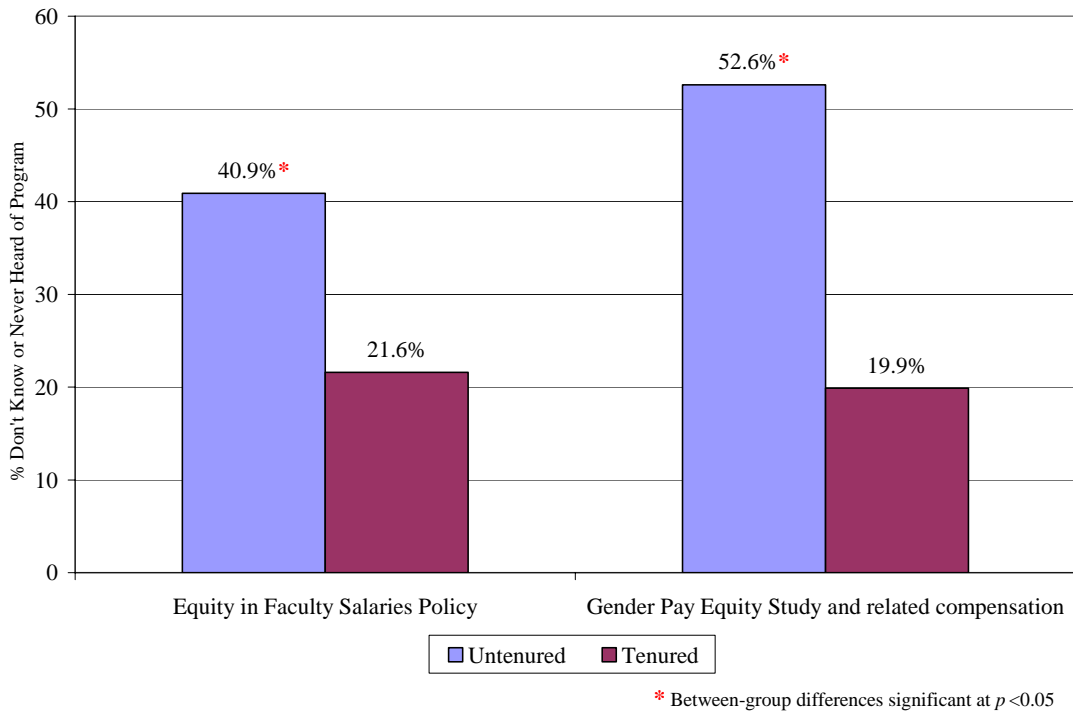
<sup>2</sup> Description of WISELI defined science and non-science categories at:

<http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/deptlist.htm>.

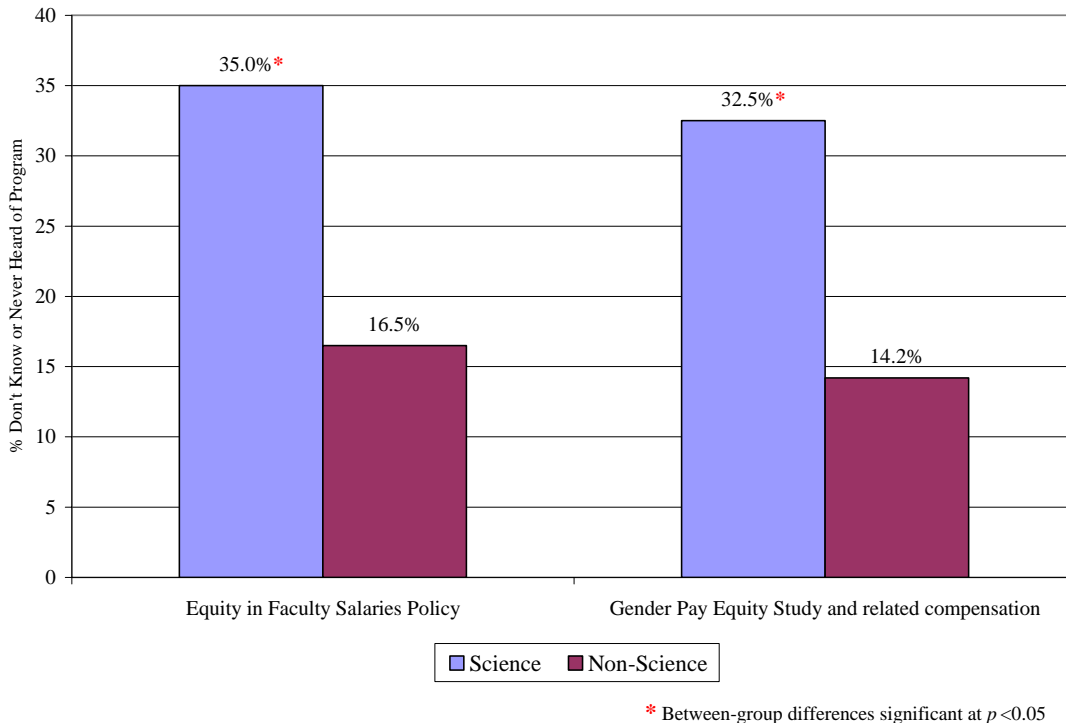
**Figure 1.** Faculty familiarity with UW-Madison gender equity programs, by gender and program.



**Figure 2.** Faculty familiarity with UW-Madison gender equity programs, by tenure status and program.



**Figure 3.** Faculty familiarity with UW-Madison gender equity programs, by science and non-science faculty and program.



The large number of ‘don’t know’ responses to these survey items presents an interesting finding in its own right. It also presents a challenge for further analysis of survey responses. It is not clear how ‘don’t know’ responses should be treated with respect to other survey responses. We want to compare aggregate evaluations across the two programs and between characteristically distinguished faculty groups to gain a sense of how different faculty perceive and evaluate campus-wide gender equity programs. To accomplish this requires that we either assign some substantive meaning to ‘don’t know’ responses or discount them as lacking any evaluative meaning. It is both theoretically and empirically unclear which approach should be preferred.

To address this ambiguity, we have elected to present and analyze the survey findings under both specifications (see Appendix B, Tables B1 and B2). Given that a large proportion of respondents indicated ‘don’t know’ and that response patterns are sensitive to the specification of ‘don’t know’ interpretation, this conservative approach is most appropriate. In the following discussion we denote figures computed when counting ‘don’t know’ as a negative response as specification one and those computed with ‘don’t know’ taken as missing data as specification two.

### ***Equity in Faculty Salaries policy***

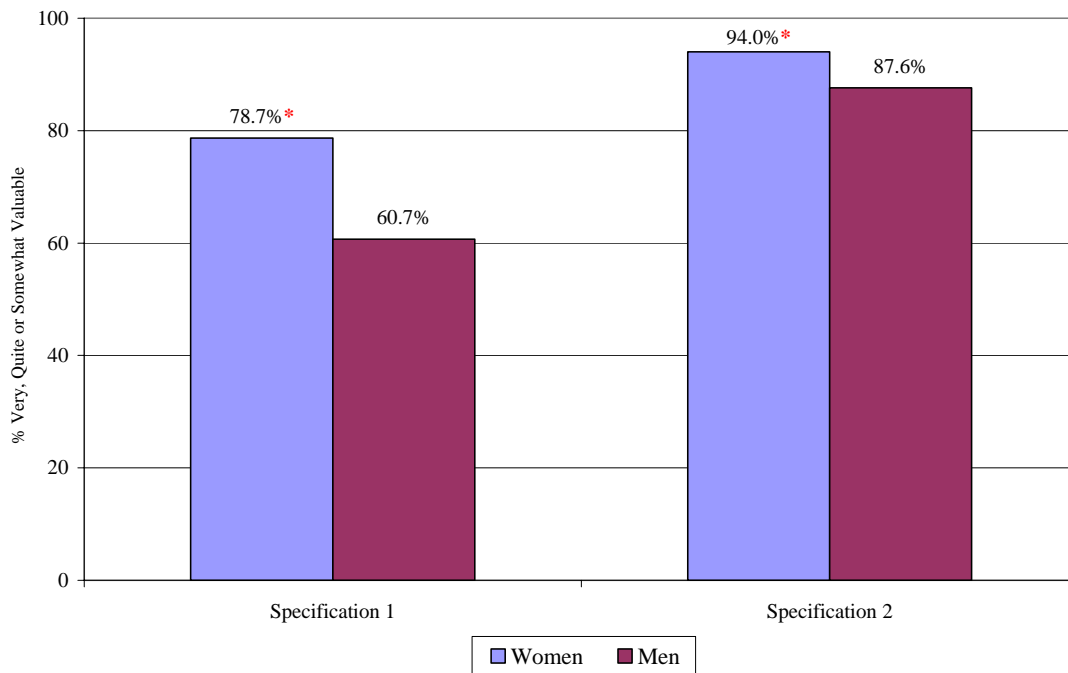
Faculty were first asked to rate the value of the Equity in Faculty Salaries policy on a scale of one to four (Q30j), where one represented *very valuable*, two represented *quite valuable*, three represented *somewhat valuable*, and four represented *not at all valuable*. The distribution of responses to this item is summarized in Table 1.

**Table 1.** Distribution of reported perceptions of the Equity in Faculty Salaries policy, by all faculty.

	N	%
1 – Very valuable	343	27.4
2 – Quite valuable	251	20.0
3 – Somewhat valuable	236	18.8
4 – Not at all valuable	94	7.5
0 – Never heard of program	329	26.3

Overall, a majority of faculty reported that they hold the Equity in Faculty Salaries policy to be very, quite, or somewhat valuable (66.2% and 89.8% in specifications 1 and 2, respectively). Women faculty were significantly more likely to offer a positive evaluation of the policy than were men faculty (Figure 4). Untenured faculty, as compared to tenured faculty, were found to be significantly (at  $p < 0.05$ ) less likely to support the Equity in Faculty Salaries Policy under specification one (56.2% versus 69.4%) but this relationship was reversed under specification two (94.9% versus 88.6%).

**Figure 4.** Faculty evaluation of the Equity in Faculty Salaries Policy, by gender.



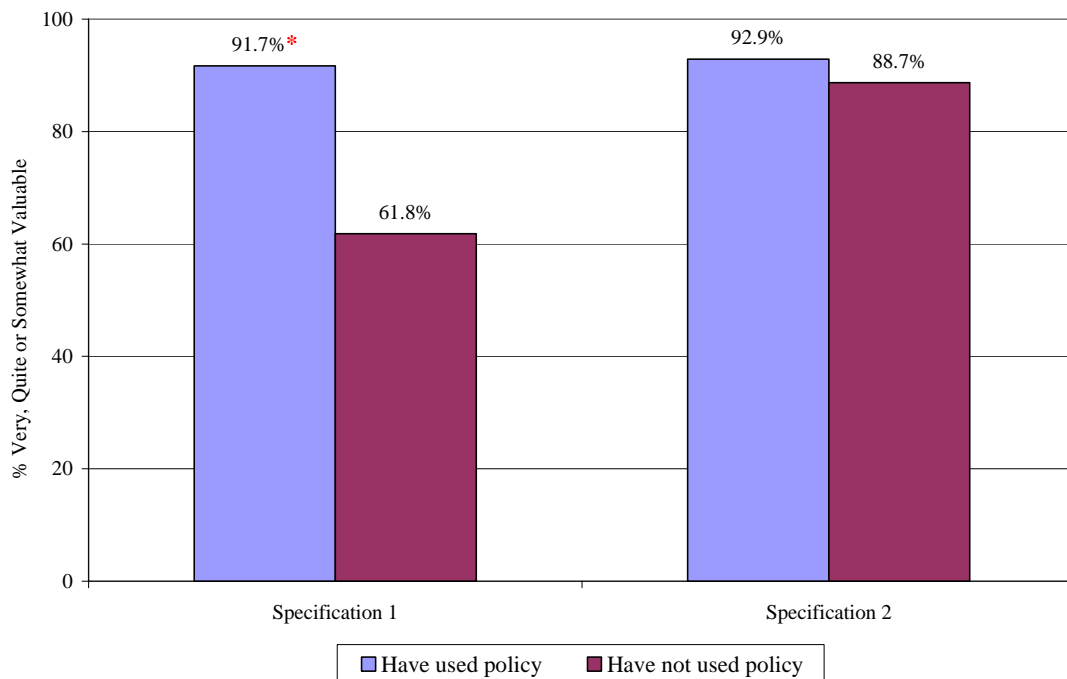
\* Between-group differences significant at  $p < 0.05$

Other systematic relationships observed in faculty responses may reflect these gender and/or seniority differences. For instance, faculty in the physical sciences were significantly less likely to indicate a positive evaluation as compared to faculty in all other divisions. It is also known that the ratio of male to female faculty is more skewed towards males in the physical sciences than in all other disciplines (WISELI 2004). Thus, in addition to refraining from drawing inferences from relationships that are sensitive to different treatments of the ‘don’t know’

responses we also caution against drawing conclusions about relationships that lack any clear theoretical foundation.

As a follow-up to the evaluative item, respondents were also asked to report whether or not they had ever utilized the Equity in Faculty Salaries policy (Q31j). Thirteen percent of all faculty members reported using the policy at some point in the past. More women than men indicated they had used the policy (32.6% versus 4.6%) and the difference between the groups was found to be statistically significant (at  $p < 0.05$ ). Those who had used the policy, including about 120 women and 40 men, were more likely to rate the program very, quite, or somewhat valuable as compared to those who had not used the policy in the past (Figure 5).

**Figure 5.** Faculty evaluation of the Equity in Faculty Salaries Policy, by reported use of the policy.



\* Between-group differences significant at  $p < 0.05$

This aggregate picture supports the conclusion that UW-Madison faculty generally hold the Equity in Faculty Salaries policy to be valuable. Women faculty and faculty who have used the policy (both men and women) are likely to value the program significantly more than those who have not. Many faculty are not familiar with the policy, with more than one-quarter of respondents indicating they had never heard of it. Other systematic relationships between responses and faculty characteristics were observed but were not robust to alternate specifications or theoretically unsubstantiated. As such we refrain from drawing inferences from these group differences.

**Gender Pay Equity study**

Faculty were also asked to rate their “reaction to the compensation provided some women faculty through the Gender Pay Equity Study in 2000” on a four-point scale (Q32a), with one



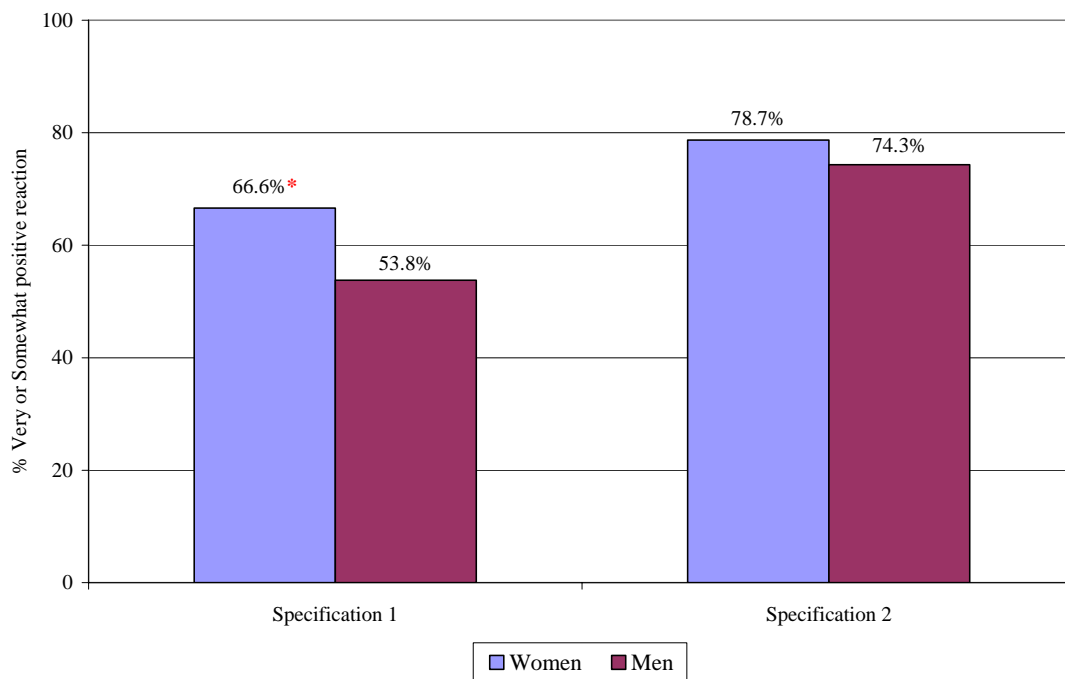
representing *very positive*, two representing *somewhat positive*, three representing *somewhat negative*, and four representing *very negative*. As noted above, only responses from faculty who were hired prior to 2000 are considered in our discussion. The distribution of responses to this item is presented in Table 2.

**Table 2.**  
Distribution of reported perceptions of the Equity in Faculty Salaries policy, by all faculty.

	N	%
1 – Very positive	269	25.7
2 – Somewhat positive	333	31.8
3 – Somewhat negative	133	12.7
4 – Very negative	60	5.7
5 – Don't know of program	252	24.1

Overall, a majority of faculty indicated a very or somewhat positive reaction to this program (50.5% and 75.7% under specifications 1 and 2, respectively). Women faculty were more likely to report a positive reaction as compared to men, but this difference is only statistically significant under specification one (Figure 6). Untenured faculty were significantly (at  $p < 0.05$ ) less likely to report a positive reaction than tenured faculty under specification one (42.2% versus 59.8%), but this relationship is reversed under specification two (89.1% versus 74.6%).

**Figure 6.** Faculty reactions to the compensation provided to some women faculty under the Gender Pay Equity Study, by gender.



\* Between-group differences significant at  $p < 0.05$

Coupled with this closed-ended item, we asked respondents provide an open-ended explanation of their reaction to the Gender Pay Equity Study and related compensation. Responses to this qualitative item (Q32b) clustered into positive, negative, and other comments. Grouping responses along these dimensions, the modal response was positive (47.8%) though a large number of negative responses (41.9%) were also recorded. Within each valence category responses were further grouped by substantive content, the most common of which are summarized below.

- **Positive reactions** (382 out of 799 total responses)
  - *Necessary/fair* – The majority (n=292) of positive comments focused on respondents' perception that the compensation provided under the Gender Pay Equity Study was needed and fair.
  - *Good direction, but more needed* – Some respondents (n=42) indicated that they felt the Gender Equity Pay Study and compensation received by some women faculty was a step in the right direction but that more efforts were also needed to address gender inequities on campus.
  - *Respondent benefited personally* – A few respondents (n=26) expressed that their positive perception was related to the personal benefit (i.e., increased salary) they received from the compensation provided under the study.
  
- **Negative reactions** (335 out of 799 total responses)
  - *Not well carried out* – The most common (n=77) negative comment addressed respondents' belief that the Gender Pay Equity Study was poorly implemented.
  - *Ignores salary inequities of men/other faculty* – Another frequently cited (n=56) negative perception was that the compensation provided to some women faculty under the Gender Pay Equity Study ignored the broader issue of salary inequity, which is also experienced by men and other groups of faculty.
  - *Awarded to undeserving candidates and Too based on gender, not merit* – Some respondents explained that their perception of the Gender Pay Equity Study was related to their impression that salary increases were awarded to undeserving candidates (n=39) or that the process of allocating compensation focused too much on gender at the expense of merit (n=37).
  - *Unnecessary/no evidence it was needed* – Some respondents (n=34) suggested that their reaction to the Gender Pay Equity Study was that the necessity of the exercise and the compensation provided was unsubstantiated.

Although we have opted to categorize responses on a valence dimension, this must be interpreted together with responses to the scaled, evaluative item (Q32a, discussed earlier). While our coding scheme sorted qualitative comments such that roughly similar numbers of respondents fell into the positive and negative categories, responses to the scaled evaluation question indicated that a majority held positive perceptions of the Gender Pay Equity Study (602 indicated a very or somewhat positive reaction as compared to 193 indicating very or somewhat negative). The discrepancy tends to indicate that the negative valence category captures critical comments made by individuals who assigned an overall positive rating to the study.

Responses to the closed- and open-ended items support the overall conclusion that while the majority of faculty tend to support the compensation provided to some women faculty under the Gender Pay Equity study, many also have concerns about how the program was implemented and the criteria used in assigning compensation, among others. Women faculty may be more inclined to a positive perception of the program, but it is not clear that this difference is significant. Overall, faculty tend to be poorly informed about the Gender Pay Equity study. Approximately one-quarter of all faculty reported that they were unaware of the program. Critical comments in the open-ended responses also suggest that faculty are unfamiliar with the motivations behind, strategies for carrying out, and criteria involved in the study.

### **Method 2: Interview data**

Qualitative data collected from women faculty included in WISELI's baseline interview project can also be brought to bear on evaluating gender pay equity programs undertaken on the UW-Madison campus.<sup>3</sup> These interviews, conducted in 2003, were conducted from a standard protocol that incorporated questions relating to resource allocation, salary, and gender (see Appendix C). Interview transcripts were coded into thematic categories and passages relating to pay/salary equity and gender were extracted from the transcripts. Of the twenty-six women science and engineering faculty interviewed, eleven discussed their perceptions of equity in faculty salaries at UW-Madison. Some expanded on their perceptions to discuss several related themes: the determinants of faculty salaries, institutional supports and processes related to resource allocation, and individual experiences with the Gender Pay Equity study and/or the Equity in Faculty Salaries policy.

Interviewees raised several complimentary and oppositional perceptions of gender pay equity within their departments or institutional units. Roughly equal numbers of women suggested that they perceived salary inequity in one of three ways: as a *gendered issue*, as an *issue unrelated to gender*, or as a *non-issue*.

Some women refrained from making general statements about gender equity, instead relating their personal experiences. Here, approximately the same number interpreted their experiences as a *gendered issue* as an *issue unrelated to gender* or a *non-issue*. One interviewee noted that while she accepts the empirical evidence that salary differences are related to gender, that this did not fit with her personal experience.

A majority of the women faculty connected their perceptions of gender pay equity to crucial factors that determine faculty salary. The two most commonly mentioned factors are *research emphasis* and *negotiation*. Three women noted that they believe that prioritizing research and securing grant funding was of primary importance in determining a faculty's salary:

I:       *So do you think that there's a relationship between bringing in grants and getting raises?*

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<sup>3</sup> Further details regarding the survey, including sampling techniques and interview strategies can be found in: Pribbenow, C.M., Lottridge, S., and Benting, D. (February, 2004). "The Climate for Women Faculty in the Sciences and Engineering: Their Stories, Successes, and Suggestions." Madison, WI: WISELI Evaluation Report. [Available upon request.](#)

R: *I do. Yes, yes. ...[After I received tenure] I wrote a new grant ...[and] I got five years of funding ...[and] I'm going to renew [another grant I currently have] and I have another grant in here ...[that] I'll apply for as well. And guess what happened last week? [My chair] gave me another \$2,000 on my salary and in January instead of giving me the 4.2%, he gave me a 4.9% increase. So I don't know what's happening, but I wonder if it has to do with [me] getting grants.*

An equal number of women ascribed similar significance to a faculty member's willingness and ability to negotiate or bargain. This was often described as linked to leveraging external speaking engagements, personal connections, and the like to increase ones' salary.

A few women identified *disciplinary focus* as another important salary determinant. Taken as either or ones' specialization within a broad discipline or as differences between the sciences and humanities, two women argued that disciplinary focus is relevant in determining faculty salary:

I: *[Are there] differences, gender differences [with regards to]... value or respect by colleagues?*

R: *No, I can't say that. What I have noticed is ... that there is certainly a difference in discipline, [a] cultural gap in disciplines ... [it] is that sciences versus humanities versus so on, think differently.*

Connecting these four factors to gender pay equity, some women faculty described a correlation between these salary determinants and gender. For instance, one woman noted that men might be more inclined to negotiate for higher salaries:

I: *[What about] negotiating salary when about to go somewhere else?*

R: *Men are always better at this. ... My feeling [is] that they use it more. Women are too busy at home I think. I don't know, but I see and hear more [negotiating] for men than women.*

From this perspective, gendered inequities in pay occur because women faculty are less likely to utilize key salary determinants or negotiate to achieve higher salaries, whereas men are more likely to do so.

Some women interpreted the connection in the opposite fashion—that salary determinants explain discrepancies in salaries, and that this difference occurs irrespective of gender. One woman noted that a male faculty member had been relatively under-compensated and that this resulted from his position:

R: *Actually when we did our gender equity exercise ... we identified a man ... and we noticed, heck why is he so low? And that was a useful finding, that this man for some reason had fallen down [with regards to salary].*

I: *Did you identify any reasons why he may have been lower on the pay scale?*

R: *Partly [that] his specialty area ... was [not] as well appreciated within the department.*

From this alternative perspective, salary is determined by a faculty member's relative emphasis on research, negotiation tactics, and other factors irrespective of gender. Individual differences in faculty skill and propensity results in salary variations unrelated to gender.

The mixed reactions reported here suggest that women faculty's perceptions of and experiences with gender pay equity are heterogeneous. The interviews we conducted are insufficient to identify the roots of this heterogeneity, which might owe either to individual-level variation or common structural factors. Nevertheless, interviewees' comments on the institutional process of compensation suggest at least one factor that might be significant for explaining the variance in women faculty's experience of gender equity.

In addition to discussing the aforementioned topics, some women faculty elaborated on the institutional supports and processes that they viewed as having meaningfully impacted their own experience of gender equity. Three women discussed the *critical role of the department chair* in fostering either an equitable or inequitable distribution of resources. Each described the department chair as acting as a 'gate-keeper,' holding authority over the distribution of resources and sway over the trajectory of ones' career. This position and how it is utilized can produce different environments, even within the same department. An example:

*I was recruited by the previous chairman who apparently was [planning] to retire and during the [hiring] negotiation with me, [he] did not tell me that he is going to retire. I trusted him. A lot of things were not in writing ...[which] was not good. ...Then the current [chair] took the position. Once he realized what's happening with the salaries and the space ...[he] corrected this quickly, so that was very good.*

These comments illustrate that the department chair may be a factor influencing women faculty's experience of gender equity.

Finally, some women discussed their impressions of and personal experiences with the Gender Pay Equity Exercises and the Equity in Faculty Salaries policy. These reflections were often tied to interviewees' description of the institutional process of compensation. Each of the three women who discussed the UW-Madison programs related a unique experience, but all can be characterized as broadly positive. None suggested dissatisfaction with the programs.

Two women described how the program enabled them to achieve increased salaries in the face of an otherwise unsupportive department chair. In one case the Equity in Faculty Salaries policy was used as leverage in negotiating a higher post-tenure raise in-line with raises received by male colleagues. A third woman faculty member related that the Gender Pay Equity Exercise had made her aware of the large discrepancies between male and female faculty on campus.

Overall these comments, while not generalizable, suggest that UW-Madison's existing gender equity programs have raised awareness of the issue and have provided an external, institutional support for women faculty. They also tend to indicate that this support may be most valuable for women faculty whose department chair is non-supportive of gender equity claims. In such instances, the campus-wide programs can provide leverage and validation for women faculty seeking redress against perceived gender inequities. While this situation was not typical of

women in our sample, the presence of gender equity programs was not received negatively in any interviews. Together, these facts suggest that UW-Madison's Gender Pay Equity Study and Equity in Faculty Salaries Policy are tools that can help faculty in particular circumstances to address inequities in compensation and that are generally positively perceived.

## Conclusions

The evidence presented in this report supports the general conclusion that faculty at the UW-Madison hold a positive perception of both the Gender Pay Equity study and the Equity in Faculty Salaries policy. Likewise, it also points to a significant minority of faculty who are unaware of these programs. Even among the target population, women faculty a small but notable proportion are ill-informed about the availability of these institutional supports.

The evaluations provided by faculty who had used the programs in the past provide some insight into their value. Among all groups considered here, individuals who had availed themselves of the programs rated them most highly. This tends to suggest that the programs are effective at redressing perceived inequities when utilized.

Taken together, these findings lead us to conclude that future efforts should be aimed at raising faculty awareness of the UW-Madison gender equity programs. Special attention might be devoted to informing junior faculty, who were less likely to be informed than senior faculty, and women faculty, whom the programs target. Furthermore, concerned administrators might consider undertaking efforts to raise faculty awareness of how and why these programs have been implemented on campus. As the critical comments about the Gender Pay Equity study suggest, such efforts may help to improve faculty perceptions of the programs.

Similar to other policies and programs that support women, assuring equity in pay requires continual attention. The policy itself is only as worthwhile as its use and implementation—perhaps the greatest need is to make faculty aware of its potential. Department chairs, as has been noted elsewhere<sup>4</sup>, are key 'gatekeepers' to policy implementation. Simply informing chairs about the gender equity programs is not a sufficient approach, as the lack of familiarity among the faculty suggests. Rather, all faculty should be made aware of and empowered to use the programs, particularly at key points in their careers.

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<sup>4</sup> Pribbenow, C.M., Sheridan, J.T., Carnes, M., Fine, E., & Handelsman, J. (July, 2006). *Departmental Climate: Differing Perceptions by Faculty Members and Chairs*. [Submitted for publication.]

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*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	Extremely Unsupportive 4
Second Time		Extremely Supportive 1	Generally Supportive 2
		Generally Unsupportive 3	Extremely Unsupportive 4

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

- a. Yes       b. No       $\longrightarrow$  *Go to question 13*
- $\downarrow$

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 _____	_____ %	_____ %
<b>TOTAL</b>	<b>100 %</b>	<b>100 %</b>

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	Agree	Disagree	Disagree	NA
	Strongly	Somewhat	Somewhat	Strongly	
	1	2	3	4	
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					
b. Salaries					
c. Promotion					
d. Faculty search					
e. Curriculum (graduate and/or undergraduate)					
f. Graduate admissions					
g. Diversity committees					

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				
b. Department Chair				
c. Assistant or Associate Dean				
d. Dean				
e. Director of center/institute				
f. Section/area head				
g. Principal Investigator on a research grant				
h. Principal Investigator on an educational grant				
i. Other, please explain: _____				

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?		
b. President or high-level leadership position in a service organization (including community service)?		
c. Chair of a major committee in a professional organization or association?		
d. Editor of a journal?		
e. Member of a national commission or panel?		

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? \_\_\_\_\_



## Sexual Harassment

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			Male    Female	
Child 2			Male    Female	
Child 3			Male    Female	
Child 4			Male    Female	
Child 5			Male    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	Quite a	Somewhat	Not at
	Priority	Priority	a Priority	all a
	1	2	3	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?

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

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.

<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. 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.

<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	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							
Father							

***THANK YOU for your time!***

## APPENDIX B. SURVEY RESPONSES

**Table B1. Value and Use of Equity in Faculty Salaries Policy**

	N	Never Heard of Program		Program is Very, Quite or Somewhat Valuable **	***	Ever Used Program	
All Faculty	1253	26.3%		66.2%	89.8%	13.0%	
Women	380	16.3%	*	78.7%	* 94.0%	32.6%	*
Men	871	30.7%		60.7%	87.6%	4.6%	
Untenured	301	40.9%	*	56.2%	* 94.9%	7.5%	*
Tenured	952	21.6%		69.4%	88.6%	14.7%	
Biological	428	31.9%	*	62.7%	* 92.1%	10.8%	
Physical	247	39.4%	*	51.6%	* 85.1%	6.6%	*
Social	341	17.9%	*	73.6%	* 89.6%	17.5%	*
Humanities	217	13.8%	*	79.3%	* 92.0%	18.8%	*
Science	669	35.0%	*	58.1%	* 89.3%	9.3%	*
Non-Science	575	16.5%		75.8%	90.8%	17.7%	
Faculty of Color	113	23.9%		69.0%	90.7%	11.8%	
Majority Faculty	1140	26.5%		66.0%	89.7%	13.1%	
Non-Citizen	130	38.5%	*	53.9%	* 87.5%	7.8%	*
Citizen	1119	24.8%		67.7%	90.1%	13.7%	
Cluster Hire	44	50.0%	*	50.0%	* 100.0%	2.4%	*
Not Cluster Hire	1209	25.4%		66.8%	89.6%	13.4%	
Multiple Appointments	223	20.6%	*	72.7%	* 91.5%	14.3%	
Single Appointment	1005	27.8%		64.9%	89.8%	13.0%	
Parent	831	25.5%		65.8%	88.4%	12.3%	
Non-Parent	411	28.5%		66.4%	92.9%	14.5%	
Child Under 18	516	29.3%	*	62.8%	* 88.8%	10.9%	*
No Child Under 18	706	24.1%		69.2%	91.2%	14.9%	
Child Under 6	159	34.6%	*	59.8%	91.4%	6.9%	*
No Child Under 6	1061	25.1%		67.5%	90.1%	14.2%	
Stay Home Spouse	223	36.3%	*	54.3%	* 85.2%	4.1%	*
Working/No Spouse	996	24.0%		69.3%	91.2%	15.2%	
Used Program	157	--		91.7%	* 92.9%	--	
Never Used Program	1018	--		61.8%	88.7%	--	

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

\*\* Compared to Not at all Valuable or Never Heard of Program.

\*\*\* Compared to Not at all Valuable. Never Heard of Program coded as missing data.

**Table B2. Reaction to the Compensation Provided to Some Women Faculty Through the Gender Pay Equity Study in 2000.**

	N	Don't Know of Program	Very or Somewhat Positive Reaction	
			**	***
All Faculty †	1047	24.1%	50.5%	75.7%
Women	305	15.4%	* 66.6%	* 78.7%
Men	742	27.6%	53.8%	74.3%
Untenured	135	52.6%	* 42.2%	* 89.1%
Tenured	912	19.9%	59.8%	74.6%
Biological	369	31.2%	* 53.7%	78.0%
Physical	213	35.7%	* 49.3%	* 76.6%
Social	274	13.1%	* 66.4%	* 76.5%
Humanities	178	13.5%	* 62.4%	72.1%
Science	569	32.5%	* 52.4%	* 77.6%
Non-Science	465	14.2%	64.1%	74.7%
Faculty of Color	87	26.4%	57.5%	78.1%
Majority Faculty	960	23.7%	57.5%	75.5%
Non-Citizen	78	46.2%	* 42.3%	* 78.6%
Citizen	966	22.3%	58.8%	75.6%
Cluster Hire	12	75.0%	* 25.0%	* 100.0%
Not Cluster Hire	1035	23.5%	57.9%	75.6%
Multiple Appointments	191	21.5%	64.4%	* 82.0%
Single Appointment	834	24.9%	56.1%	74.8%
Parent	734	24.0%	57.0%	74.9%
Non-Parent	300	24.3%	58.7%	77.5%
Child Under 18	418	28.5%	* 54.8%	76.6%
No Child Under 18	599	21.2%	59.6%	75.6%
Child Under 6	100	38.0%	* 48.0%	* 77.4%
No Child Under 6	916	22.7%	58.6%	75.9%
Stay Home Spouse	177	36.7%	* 46.3%	* 73.2%
Working/No Spouse	838	21.5%	60.1%	76.6%

† Excludes faculty hired in 2000 or later.

\* T-test between groups significant at  $p < 0.05$ .

\*\* Compared to Somewhat or Very Negative reactions and Don't Know of Program.

\*\*\* Compared to Somewhat or Very Negative reactions. Don't Know of Program coded as missing data.

## APPENDIX C. WOMEN FACULTY INTERVIEW PROTOCOL

### WISELI Baseline Interview Protocol

**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.

**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 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?

<b>Differences in...</b>	<b>Experienced by interviewee</b>	<b>Observed by interviewee</b>	<b>Considered most/more critical</b>
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			