



W I S E L I

Women in Science & Engineering Leadership Institute  
University of Wisconsin-Madison

## **Departmental Climate in the College of Letters and Sciences:**

**Evidence from the 2003 and 2006 *Study of Faculty Worklife***

*Report submitted to the L&S EDC by Jennifer Sheridan, Research Director, Women in Science & Engineering Leadership Institute (WISELI)  
December 4, 2006*

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## **Departmental Climate in the College of Letters & Sciences: Evidence from the 2003 and 2006 *Study of Faculty Worklife***

In September 2006, Prof. Steve Stern, chair of the Equity and Diversity Committee (EDC) of the College of Letters and Sciences (L&S), requested a special tabulation of results from the 2003 and 2006 *Study of Faculty Worklife* at the UW-Madison surveys so that the EDC can better understand the climate conditions for faculty within the College and create their agenda accordingly.

### **Introduction**

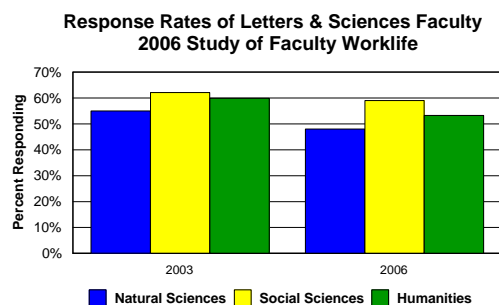
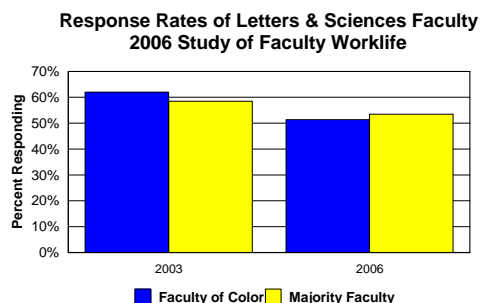
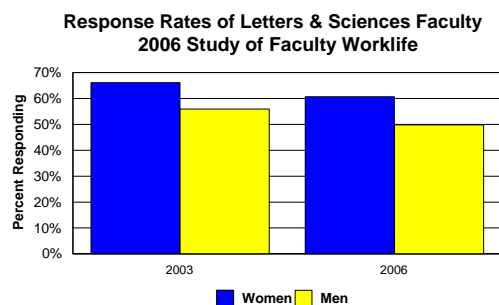
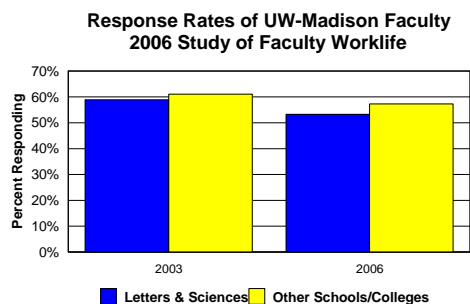
#### ***The Study of Faculty Worklife at the University of Wisconsin-Madison***

The *Study of Faculty Worklife at UW-Madison* survey was conceived of in 2001, as an element of the proposed ADVANCE project at UW-Madison. The ADVANCE project was funded (WISELI, the Women in Science & Engineering Leadership Institute, is the research center that was formed to centralize all ADVANCE activities), and development of the survey instrument began in 2002 with in-depth interviews of 26 women faculty in the biological and physical sciences. Their comments formed the basis of an instrument designed to investigate gender differences in workplace experiences of men and women faculty in biological and physical sciences. In late 2003, just before the instrument was to be fielded, the Office of the Provost requested that the survey be sent to all faculty in all divisions, and funded the additional costs associated with the expansion of the survey. This survey was implemented from February through

June of 2003, and received a 60.2% response rate.

In 2006, as proposed in the original ADVANCE grant, WISELI re-surveyed the faculty in order to evaluate the impact of the ADVANCE grant on campus, and document any changes that occurred between 2003 and 2006. The 2006 instrument was nearly identical to the 2003 instrument. The survey was again extended to UW-Madison faculty in all divisions through the contributions of the Office of the Provost. It was in the field from February through April of 2006, and received a 55.7% response rate.

The two surveys in 2003 and 2006 now provide the UW-Madison campus with a rich source of faculty attitude data. The datasets are reasonably representative of the faculty at large, with some exceptions. As is common in most surveys, women tended to respond at higher rates than men, and response rates also varied quite widely across schools and colleges, with the Law School and School of Business showing the lowest response. In the 2003 survey, women faculty of color responded at the same or higher rates as majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males. In 2006, all faculty of color (men and women, all racial/ethnic groups) tended to respond at lower rates than their majority counterparts, and in contrast to their high participation in the 2003 survey. Aside from these differences, response was quite consistent across measurable demographic characteristics of the faculty (see <http://wiseli.engr.wisc.edu/initiatives/survey/results/facultypre/resprates/summary.htm>, and also Appendix 2, for more detail.) Overall, faculty in L&S responded above the 50% rate in both the 2003 and 2006 surveys.



## Analysis Plan

In the analyses that follow, we will investigate differences among faculty based on their response to the items reproduced in Appendix 1. Three main types of analyses were performed:

1. L&S faculty responses were compared to responses from all other UW-Madison faculty.

2. Within L&S, faculty responses were compared for several variables, including:
  - a. Gender
  - b. Race/ethnicity
  - c. Tenure status
  - d. Department chair status
  - e. Self-reported “non-mainstream” research<sup>1</sup>
  - f. Division (Natural Sciences, Social Sciences, Humanities).
3. Responses in 2006 are compared to 2003 responses for all items that appeared on both instruments.

It is important to highlight the cross-sectional nature of these data. We cannot ascertain causation in any of the findings contained in this report; these are correlations only. When significant differences are found among groups, we will often need more in-depth data to really understand the relationship. Certainly some characteristics of the working environment might be affecting the three groups differently, but it is also possible that faculty who are in those groups vary on some individual characteristics that we did not measure which could also cause the observed relationship.

## Results

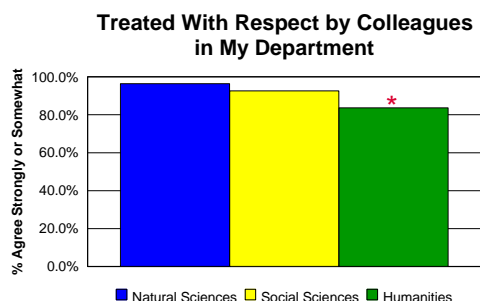
Tables with all results are included in Appendix 2. Graphics created to highlight selected results are included in the report below. Where a red asterisk is included (\*) in the graphic, the difference illustrated is statistically significant at the  $p < .05$  level (t-

<sup>1</sup> Faculty who disagree to the item “In my department, I feel that my research is considered mainstream” are coded as performing “non-mainstream research.” This group of faculty reported significantly worse departmental climate in 2003, and we have continued to look at their experiences in the 2006 survey.

test); where a red tilde is included (~), the difference is significant at the  $p < .10$  level.

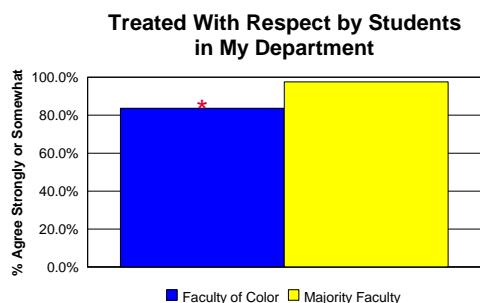
### Treated With Respect in the Workplace

Faculty in L&S report high levels of respect from their colleagues, students, staff, and department chairs, as do faculty throughout the UW-Madison. No significant differences between L&S faculty and other UW-Madison faculty emerged for these items. Over 90 percent of all L&S faculty feel respected, either strongly or somewhat, by these groups. Women faculty, tenured faculty, non-mainstream faculty, and Humanities faculty tend to feel less respected by their colleagues than other groups.



This feeling of decreased respect from colleagues has become worse since the 2003 survey for tenured faculty, and for faculty in the Humanities departments in L&S.

Women faculty and faculty of color, along with faculty who say their research is not in the mainstream, feel less-respected by their students. The difference is especially striking for faculty of color.



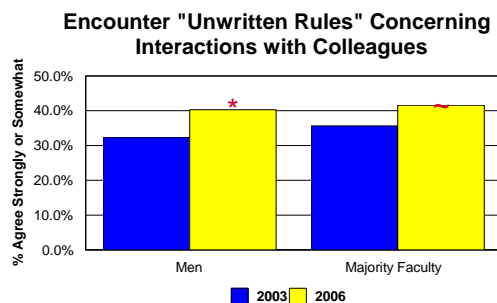
Non-mainstream researchers and Humanities faculty also feel less respected by staff, and by their department chairs. Aside from the decreased feelings of respect by colleagues for some groups, little difference in these measures was observed between 2003 and 2006.

### Informal Departmental Interactions

We use four measures to look at some of the informal departmental interactions that determine a faculty member's perception of climate. Around one-third of L&S faculty report "I feel excluded from an informal network in my department." Women faculty, and non-mainstream faculty are particularly likely to agree to this statement, while faculty in Natural Science departments agree significantly less frequently. It is good to note that faculty of color agreed to this item significantly less often in 2006 than they did in 2003, but note that the response rate for faculty of color is much lower than it was in 2006; it is entirely possible that those faculty of color who reported feeling excluded in 2003 did not bother to return the survey in 2006, particularly if they still felt that way. Feelings of exclusion increased for untenured faculty (marginally significant) and department chairs. Separate analyses indicate that the increase in feelings of exclusion for department chairs is independent of the increasing numbers of women department chairs in L&S.

Slightly less than half of L&S faculty report that "I encounter unwritten rules concerning how one is expected to interact with colleagues" in their departments, with non-mainstream researchers agreeing to the item significantly more often than others, and Natural Sciences faculty agreeing less often. Agreement to this item is higher in L&S than elsewhere at UW-Madison, and has

increased from 2003 to 2006 especially for men faculty, majority faculty, and department chairs. It is possible that with the increasing emphasis on diversity in the University, men and majority faculty paying more attention to their interactions with colleagues overall, and are unsure how to proceed at times.



A new item was added to the 2006 survey (so no comparison is possible with the 2003 instrument)—“I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.” This item is included on many climate surveys at other universities, and we added it to increase our ability to benchmark against these other campuses. About 29% of L&S faculty agreed to the item, not significantly different from the agreement rate across the rest of UW-Madison. Women, untenured faculty, non-mainstream faculty, and Humanities faculty tended to agree more than their other L&S colleagues, while faculty in the Natural Science departments agreed less to the item.

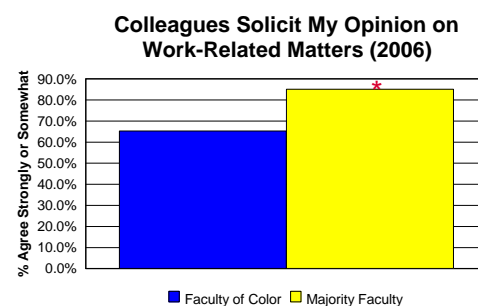
Finally, well over half of all L&S faculty report that “I do a great deal of work that is not formally recognized by my department.” Untenured faculty feel their work is recognized significantly more than their tenured colleagues, while faculty doing non-mainstream research feel the opposite. Department chairs continue to report more often than others that their work is not formally recognized—a similar finding to

2003 (although it is not statistically significant.)

## Colleagues' Valuation of Research

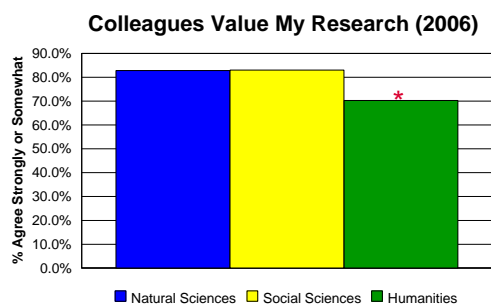
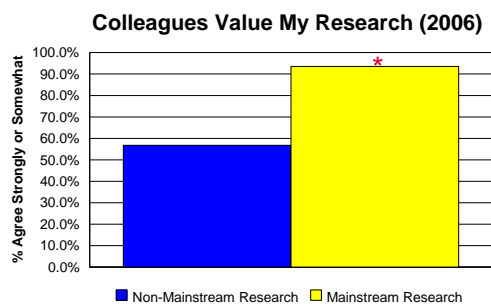
How one's departmental colleagues value a faculty member's research (or not) can have a large impact on feelings of fit and belonging in a department. Overall, little change from 2003 to 2006 was observed for the items evaluating colleagues' valuation of research, and group differences that emerged in the 2003 survey remain the same in 2006.

Women faculty in L&S report that their colleagues do not solicit their opinions about work-related matters as often as men faculty report. They do work that is considered outside the mainstream more often, feel their colleagues value their research less than men feel, and feel more often than men that they have to “work harder...to be perceived as a legitimate scholar,” a new item in 2006. The significant differences by gender are similar to those found throughout campus and reported in climate surveys elsewhere. Faculty of color similarly have worse estimations of their colleagues valuation of research than their majority colleagues, although the differences are not always significant; again, this is similar to results from 2003.



Untenured faculty report significantly more often than their tenured colleagues that their departmental colleagues value their research. Non-mainstream researchers, and faculty from the Humanities, tend to report

lower measures of research valuation than their colleagues in other divisions.

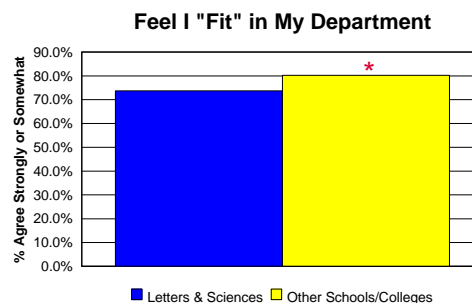


The item about performing “mainstream” research is included in this section, and we find that L&S faculty report more often than faculty elsewhere at UW-Madison that they do research that is outside of the mainstream for their departments. Women faculty and faculty in the Humanities tend to report doing “non-mainstream” research most often. Other analyses have shown that doing “non-mainstream research” is related to decreased satisfaction with many aspects of the UW-Madison work environment *independent of any correlated variable* such as gender, race/ethnicity, discipline, etc.

### Isolation and “Fit”

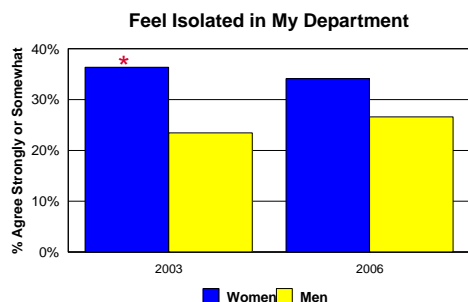
If we were to choose just one variable to indicate whether a faculty member is experiencing a good climate in his or her department, the item “I feel like I ‘fit’ in my department” would be the one. Agreement on this item is highly correlated with all of the other climate items included in this analysis. On campus overall, agreement to this item has increased, but for L&S faculty

it has remained the same or decreased, generally non-significantly, since 2003. A feeling of “fit” is lower in L&S than it is in non-L&S departments across the University.



Interestingly, department chairs report significantly less often in 2006 that they “fit” in their departments compared to 2003. A logistic regression model shows that this change is not related to the increase in women chairs in L&S. Women faculty, and non-mainstream researchers, report significantly lower “fit” than other faculty.

Feelings of isolation—either within the department or at UW-Madison—have remained rather constant overall from 2003 to 2006, and levels of reported isolation are similar in L&S and other colleges on campus. Interestingly, except for significantly more non-mainstream researchers reporting feeling isolated than their colleagues, few group differences emerge on the isolation measures. It is particularly noteworthy that feelings of isolation of women faculty, while higher than those of men faculty, are not significantly higher. In 2003 for L&S faculty, women reported significantly higher levels of isolation in their departments. By 2006, although the gap exists it is no longer significant at the  $p < .05$  level.



A similar reduction in significant differences is observed for faculty of color—in 2003, faculty of color in L&S reported significantly higher levels of isolation at UW-Madison compared to their majority peers, and in 2006 the differences are no longer significant. However, because of the much lower response rate of faculty of color in 2006, it is difficult to know whether this difference is a real gain or is related to differential response.

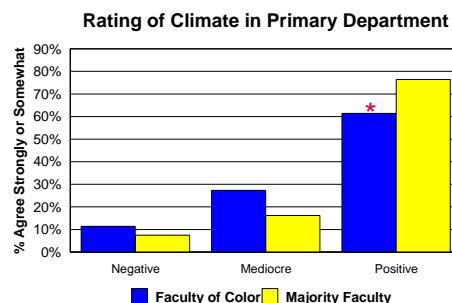
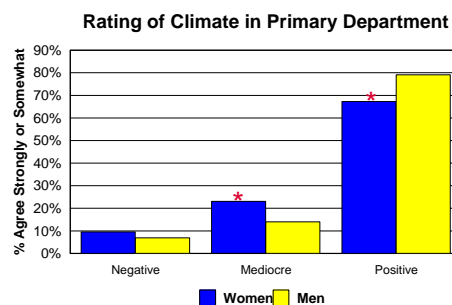
### Departmental Decision-Making

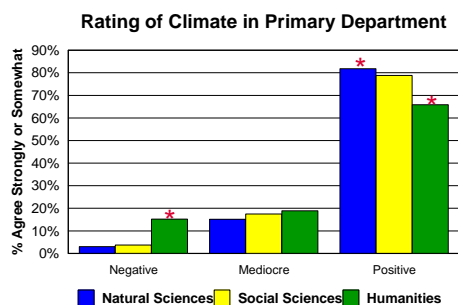
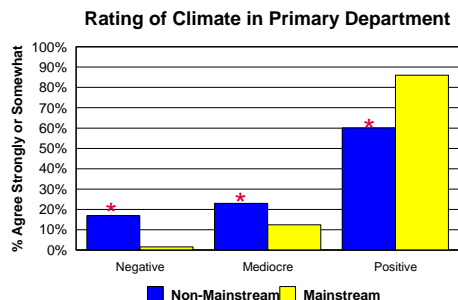
Little has changed from 2003 in the area of departmental decision-making practices. The same groups (women, faculty of color, untenured faculty, and non-mainstream researchers) in 2003 that reported decreased levels of “feeling like a full and equal participant in decision-making processes,” “having a voice in resource allocation,” “all can share views at meetings,” “committee assignments are rotated fairly,” and “my chair involves me in decision-making” reported decreased agreement on the same items in 2006. In L&S, it appears that rotating committee assignments and the practice of department chairs involving all their faculty in decisions is more common than in other parts of the University. Finally, faculty in the Natural Sciences appear to be more involved with departmental decision-making than their peers in other L&S division, particularly the Humanities.

### General Departmental Climate

In these items, we are asking faculty to report not their own individual experiences of climate in their department, but their perceptions of climate for a wider group of people—all faculty, women faculty, and faculty of color.

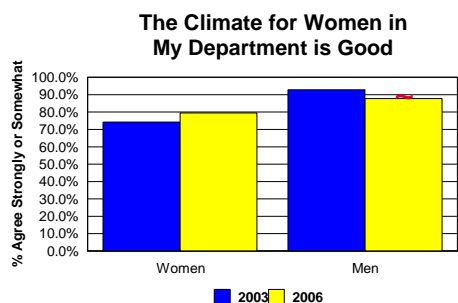
When asked to “rate the climate in your primary department”, almost three-fourths of L&S faculty report it is positive or very positive—a similar percentage to the UW-Madison faculty outside of L&S. Very few L&S faculty report that their departmental climate is negative or very negative. Women, faculty of color, non-mainstream faculty, and Humanities faculty report less often that their departmental climate is positive, and report more often that it is negative (although this is only significant for non-mainstream researchers and Humanities faculty.) Natural Sciences faculty, department chairs, and untenured faculty in L&S report very high levels (over 80 percent) of positive climate in their departments.





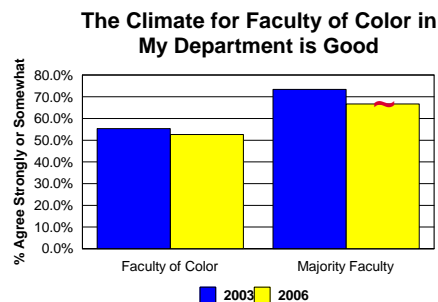
This item was not asked in 2003, so comparisons over time are not possible.

When faculty are asked to report about the climate for women and faculty of color in their departments, changes over time are observed. We see a very slight decrease in the percentage of L&S faculty indicating that the climate for women is “good” in their departments. This is true of campus overall as well, although none of the decreases are significant, except that the decrease in percentage of men faculty reporting “good” climate for women in their departments is marginally significant.

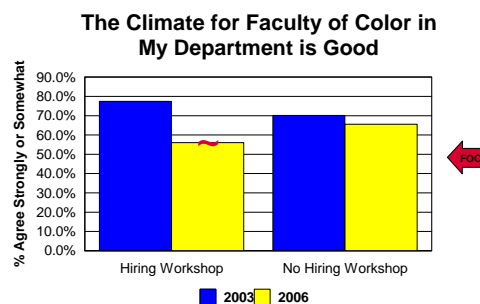


A parallel item was asked about the climate for faculty of color in the department. We see much larger decreases in agreement that the climate for faculty of color in the department is good from 2003 to 2006, and

these larger decreases do reach statistical significance.



The decreases in the percentages of faculty who agree that the climate is good for women and for faculty of color might be cause for alarm. It might be that the climate is actually getting worse over time. For faculty of color in L&S, this might be the case (see results on climate change, below). However, another interpretation is possible. It seems that we are seeing a very slight culture shift at UW-Madison, and within the College of Letters & Sciences, whereby majority faculty are beginning to understand that the experiences of their underrepresented colleagues might not be as positive as they previously believed. That is, men faculty are beginning to understand that women faculty might be experiencing some problems, and majority faculty might be noticing that their colleagues who are members of racial/ethnic minority groups might not feel very welcome. We have correlated some of these changes in attitudes to attendance at training sessions (such as the WISELI hiring workshops) where unconscious biases and assumptions are discussed.

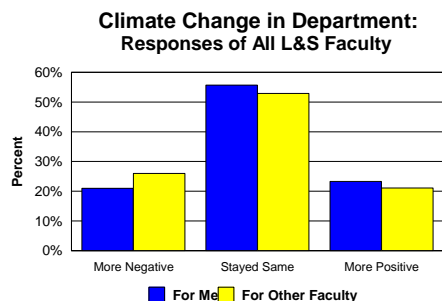


If we want to change the climate at UW-Madison and within L&S to be a more friendly, inclusive, supportive place for all, then noticing the ways that groups other than the majority might be experiencing their workplace environments is the first step towards making positive change.

## Climate Change for Faculty

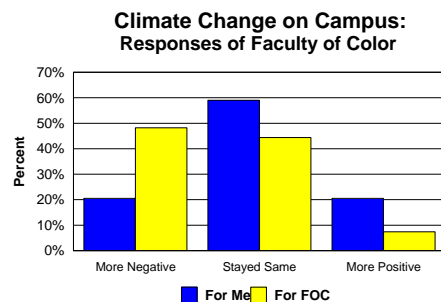
In order to assess climate change as required for our National Science Foundation ADVANCE Institutional Transformation grant, WISELI included one page of items designed to assess faculty perceptions of change from 2003 to 2006. Only faculty who were on campus in 2003 were asked these questions; thus, the sample size is slightly smaller than for previous items in this analysis. Faculty were asked about climate change for themselves and for other groups of faculty and staff, both in their departments and on campus as a whole.

In general, faculty assess their own experiences of climate higher than they assess the experiences for others. For example, 23.3% of L&S faculty report that climate has improved for themselves in their departments, but only 21.1% say that it has improved for all faculty in their department.



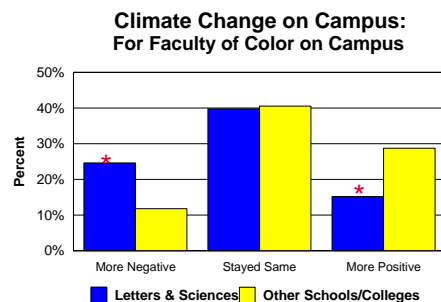
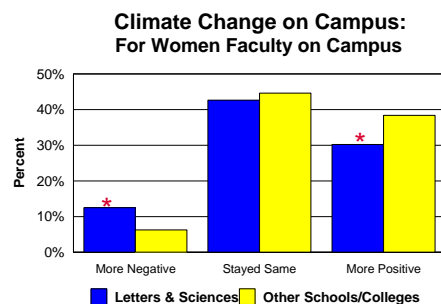
Similarly, 24.7% of women faculty report that climate has improved for themselves on campus, but only 21.7% of women faculty report that climate has improved on campus for other women. For faculty of color, 20.5% report that climate has improved for themselves on campus, but only 7.4% report

an improvement for other faculty of color on campus!



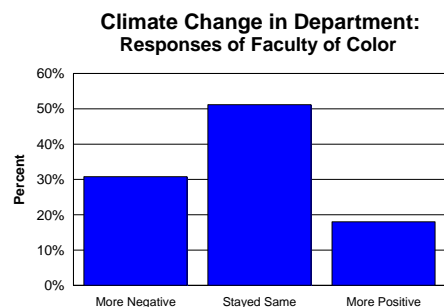
The trends are similar, but reversed, for faculty who report that climate is getting worse; that is, fewer faculty report that climate for themselves is worse than report that climate is worse for others.

Faculty in L&S are more pessimistic about change in campus climate for women and for faculty of color than are faculty in other schools/colleges. Fewer L&S faculty report positive climate change for women and faculty of color, and they report more negative climate change, than faculty from other schools.



This perception of negative change over time could be an increase in awareness of the climate for these underrepresented groups, or it could indicate real change. Women faculty report as much or more

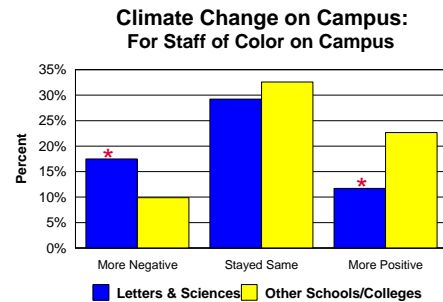
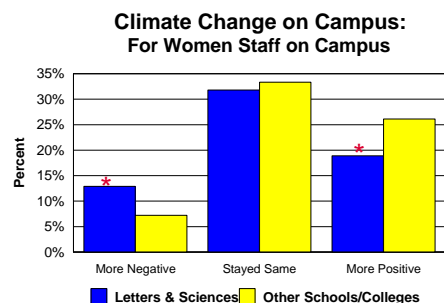
positive change for themselves as negative change, indicating that either very little change has occurred, or else slightly positive change has occurred. For faculty of color, little change seems to have occurred on campus, but much more negative change than positive was reported in the department, indicating that for faculty of color, the perception of others that things are not good for faculty of color in their departments is based on a real trend.



Recall that the response rate for faculty of color was quite low. Future analyses might be able to ascertain whether faculty of color who were most unhappy in 2003 were more or less likely to respond to the survey in 2006.

### Climate Change for Staff

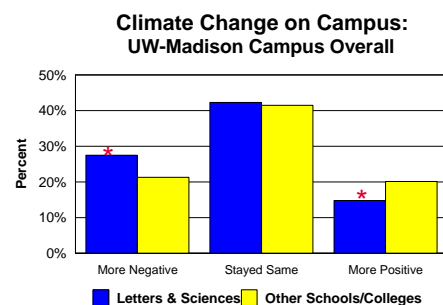
Just as faculty in L&S are more pessimistic about the climate change for women and faculty of color on campus compared to faculty in other schools and colleges, they are also more pessimistic about climate changes for staff on campus.



Women L&S faculty in particular see a negative change for staff in their departments, as do faculty in the Social Sciences departments. Faculty in Natural Science departments are much more optimistic about climate change for staff over this time period.

### Climate Change on the UW-Madison Campus Overall

Rating the climate on the UW-Madison campus overall (rather than departmental climate), L&S faculty are less positive about the climate change than other campus faculty. While the majority of L&S faculty felt that campus climate had not changed (57.7%), twice as many faculty reported that campus climate had become more negative in the past three years than reported that it had become more positive. Faculty of color in particular were highly likely to report that campus climate had become more negative, as significantly more faculty of color reported negative climate change compared to their majority counterparts.



Faculty in the Natural Science departments were the most positive about campus climate change, but the majority of faculty in even

these departments reported no change from 2003 to 2006.

### **Summary and Conclusions**

Overall, the trends in departmental and campus climate for individuals in L&S that were uncovered in 2003 remain the same in 2006, or very slightly improved. Women faculty, faculty of color, faculty in Humanities departments, and faculty who indicate they do “non-mainstream” research report significantly less often that they are treated with respect, that their colleagues value their research, that they “fit” in their department, and that they are included in departmental decision-making, and these groups report significantly more often that their information departmental interactions are exclusionary and that they feel isolated. The only group that reported slightly worse climate at the individual level in 2006 for these items was department chairs. Their feelings of respect and inclusion seem to be decreasing slightly, and these changes are not related to the changing demographics of that group.

At the same time that individuals report generally the same or better climate for themselves, their estimation of the climate experiences of others—both within the department, and throughout the University more generally—is declining. Faculty in L&S are particularly pessimistic about the climate for others in the University compared to their colleagues in other schools and colleges, particularly the climate for faculty of color. Significantly fewer faculty in 2006 report that the climate for faculty of color is “good”, and in L&S, more faculty say that the climate for faculty of color has gotten worse since 2003 than say it has improved. While some evidence exists that the climate for faculty of color has indeed gotten worse since 2003, there is also

evidence that the increasing perceptions of majority faculty that climate for faculty of color is less-than-optimal coincides with training that might raise the awareness of majority groups to the actual climate experienced by faculty of color.

*Report submitted to the L&S EDC by  
Jennifer Sheridan, Research Director,  
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December 4, 2006*

## **Appendix I: Climate Items, 2006 Study of Faculty Worklife at UW-Madison**

**19.** How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit? Please answer 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 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.	I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.	1	2	3	4
h.	Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
i.	In my department, I feel that my research is considered mainstream.	1	2	3	4
j.	I feel that my colleagues value my research.	1	2	3	4
k.	I have to work harder than my departmental colleagues to be perceived as a legitimate scholar.	1	2	3	4
l.	I do a great deal of work that is not formally recognized by my department.	1	2	3	4
m.	I feel like I "fit" in my department.	1	2	3	4
n.	I feel isolated in my department.	1	2	3	4
o.	I feel isolated on the UW campus overall.	1	2	3	4

**20.** How much do you agree or disagree with the following statements about your participation in the decision-making process 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 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

**21.** At UW-Madison, **climate** is defined as the following:

*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect (Campus Climate Network Group, 2002).*

On a scale from 1 (very negative) to 5 (very positive), please rate the climate in your primary department. *Circle one.*

Very Negative  
1

Negative  
2

Mediocre  
3

Positive  
4

Very Positive  
5

## Institutional and Departmental Climate Change

*If you were first hired at UW-Madison after January 2003, please go to items 35-36 on the next page.*

The UW-Madison is continually working to improve the working, teaching, and learning climate for all University employees and students. We are interested to know to the extent to which you have seen or experienced change in the following areas *in the past three years*.

- 32.** Since January 2003, how has the climate changed, if at all, for the following individuals or areas? See item #21 for a definition of “*climate*.”

<i>Circle one number on a scale of 1 to 5 for each statement.</i>	Significantly More Positive 1	Somewhat More Positive 2	Stayed The Same 3	Somewhat More Negative 4	Significantly More Negative 5	Don't Know
a. For me personally on campus	1	2	3	4	5	DK
b. For me personally in my department	1	2	3	4	5	DK
c. For other faculty in my department	1	2	3	4	5	DK
d. For staff in my department	1	2	3	4	5	DK
e. For women faculty on campus	1	2	3	4	5	DK
f. For women staff on campus	1	2	3	4	5	DK
g. For faculty of color on campus	1	2	3	4	5	DK
h. For staff of color on campus	1	2	3	4	5	DK
i. On the UW-Madison campus, overall	1	2	3	4	5	DK

**Table RR1. Response Rates for Letters & Sciences Faculty**

	2003		2006	
	N	%	N	%
Non-L&S Faculty	819	61.1%	758	57.3%
Letters & Sciences Faculty	519	58.9%	472	53.3%
Women	170	66.1%	170	60.7%
Men	349	55.9%	302	49.8%
Faculty of Color	62	62.0%	54	51.4%
Majority Faculty	457	58.5%	418	53.5%
Untenured	115	56.9%	118	55.9%
Tenured	404	59.5%	354	52.4%
Department Chair	32	76.2%	30	71.4%
Not Chair	487	58.0%	442	52.4%
Natural Sciences	160	55.0%	142	48.0%
Social Sciences	154	62.1%	151	59.0%
Humanities	205	59.9%	178	53.3%

**Table P11. Treated With Respect in the Workplace**

	N	Colleagues	Students	Staff	Department Chair**
All Letters & Sciences Faculty	467	90.3%	96.2%	96.6%	92.1%
Women	170	85.9% *	93.5% *	96.4%	89.2%
Men	297	92.9%	97.6%	96.6%	93.7%
Faculty of Color	49	85.7%	83.7% *	95.9%	88.4%
Majority Faculty	418	90.9%	97.6%	96.6%	92.5%
Untenured	116	95.7% *	94.0%	94.8%	93.9%
Tenured	351	88.5%	96.9%	97.1%	91.4%
Dept. Chair	33	93.9%	93.9%	97.0%	N/A
Not Chair	434	90.1%	96.3%	96.5%	92.1%
Non-Mainstream	197	83.1% *	93.4% *	93.9% *	86.8% *
Mainstream	267	95.5%	98.1%	98.5%	95.9%
Natural Sciences	139	96.4% *	95.7%	97.1%	94.7%
Social Sciences	150	92.6%	98.0%	98.7%	94.2%
Humanities	178	83.7% *	94.9%	94.4%	88.0% *

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* Respondents who are Dept. Chairs are not included in analysis.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table PI2. Informal Departmental Interactions**

	N	Excluded	Unwritten Rules	Reluctant To Bring Up Issues**	Work Not Recognized
All Letters & Sciences Faculty	465	31.4%	42.0% ↑	28.9%	62.6%
Women	169	43.8% *	44.9%	39.9% *	65.5%
Men	296	24.3%	40.3%	22.6%	61.0%
Faculty of Color	49	30.6%	44.9%	38.8%	58.3%
Majority Faculty	416	31.5%	41.6%	27.7%	63.1%
Untenured	116	34.5%	43.5%	38.8% *	43.0% *
Tenured	349	30.4%	41.5%	25.6%	69.1%
Dept. Chair	33	27.3%	45.5%	25.0%	72.7%
Not Chair	432	31.7%	41.7%	29.2%	61.9%
Non-Mainstream	197	50.5% *	56.1% *	37.1% *	73.0% *
Mainstream	266	17.3%	31.3%	23.0%	54.6%
Natural Sciences	139	22.3% *	31.9% *	15.2% *	58.0%
Social Sciences	150	36.7%	44.6%	33.3%	62.4%
Humanities	176	34.1%	47.7%	35.8% *	66.5%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* This item is not available in 2006; no comparison possible.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table PI3. Colleagues' Valuation of Research**

	N	Solicit Opinions	"Mainstream"		Colleagues Value My Research	Work Harder/ Legitimate Scholar**
All Letters & Sciences Faculty	464	83.0%	57.5%	↓	78.1%	34.3%
Women	169	76.8% *	50.3% *		70.7% *	41.1% *
Men	296	86.5%	61.7%		82.2%	30.4%
Faculty of Color	49	65.3% *	44.9%		72.9%	44.7%
Majority Faculty	415	85.1%	59.0%		78.7%	33.1%
Untenured	116	78.3%	57.8%		87.5% *	29.0%
Tenured	349	84.5%	57.5%		75.0%	36.0%
Dept. Chair	33	90.9%	63.6%		81.3%	36.4%
Not Chair	431	82.4%	57.1%		77.8%	34.1%
Non-Mainstream	197	69.9% *	N/A		56.8% *	57.4% *
Mainstream	267	92.9%	N/A		93.5%	17.1%
Natural Sciences	138	87.0%	63.0%		82.8%	29.9%
Social Sciences	150	84.0%	60.7%		83.0%	32.4%
Humanities	176	79.0%	50.6% *		70.3% *	39.2%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* This item is not available in 2006; no comparison possible.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table PI4. Isolation and "Fit"**

	<u>N</u>	<u>"Fit" in Department</u>	<u>Isolated in Department</u>	<u>Isolated at UW-Madison</u>
All Letters & Sciences Faculty	466	73.7% ↓	29.3%	19.3%
Women	169	66.5% *	34.1%	24.3%
Men	297	77.7%	26.6%	16.5%
Faculty of Color	49	63.3%	38.8%	28.6%
Majority Faculty	417	74.9%	28.2%	18.2%
Untenured	116	79.1%	29.6%	24.1%
Tenured	350	71.8%	29.2%	17.7%
Dept. Chair	33	78.1%	18.2%	15.2%
Not Chair	433	73.3%	30.2%	19.6%
Non-Mainstream	197	50.5% *	53.1% *	28.4% *
Mainstream	267	90.5%	12.0%	12.7%
Natural Sciences	139	79.0%	26.1%	18.0%
Social Sciences	150	69.1%	29.3%	16.7%
Humanities	177	73.3%	31.8%	22.6%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table PI5. Departmental Decision-Making**

	N	Full & Equal Participant	Voice in Resource Allocation	All Can Share Views at Meetings	Committee Assignments Rotated	Chair Involves**
All Letters & Sciences Faculty	465	75.2%	66.6%	85.6%	77.9% ↑	77.5% ↑
Women	169	65.5% *	58.9% *	81.1% *	71.8% *	69.4% *
Men	296	80.7%	71.0%	88.2%	81.2%	82.1%
Faculty of Color	49	55.1% *	44.9% *	69.4% *	66.0% *	55.8% *
Majority Faculty	416	77.6%	69.2%	87.5%	79.2%	79.9%
Untenured	115	53.0% *	48.7% *	81.7%	80.4%	66.4% *
Tenured	350	82.5%	72.5%	86.9%	77.0%	81.5%
Dept. Chair	33	97.0% *	93.9% *	100.0% *	87.1%	N/A
Not Chair	432	73.6%	64.5%	84.5%	77.2%	77.5%
Non-Mainstream	197	62.2% *	50.8% *	80.6% *	67.7% *	63.2% *
Mainstream	266	84.5%	78.0%	89.1%	85.3%	88.0%
Natural Sciences	139	82.6% *	77.5% *	91.4% *	83.3%	82.4%
Social Sciences	150	73.3%	63.3%	84.7%	81.9%	74.1%
Humanities	176	71.0%	60.8% *	81.8%	70.3% *	76.4%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* Respondents who are Dept. Chairs are not included in analysis.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table PI6. Departmental Climate: General**

	N	Positive Climate**	Negative Climate**	Climate for Women is Good	Climate for Faculty of Color is Good
All Letters & Sciences Faculty	437	74.8%	7.9%	84.7%	64.9% ↓
Women	166	67.3% *	9.6%	79.5% *	54.9% *
Men	277	79.1%	6.9%	87.8%	70.1%
Faculty of Color	47	61.4% *	11.4%	80.9%	52.6%
Majority Faculty	390	76.4%	7.5%	85.1%	66.7%
Untenured	112	81.3%	4.5%	83.7%	63.9%
Tenured	333	72.6%	9.0%	85.0%	65.2%
Dept. Chair	33	82.8%	6.9%	90.9%	69.6%
Not Chair	404	74.3%	7.9%	84.2%	64.5%
Non-Mainstream	182	60.1% *	16.9% *	76.4% *	54.5% *
Mainstream	250	86.0%	1.6%	90.8%	71.7%
Natural Sciences	132	81.8% *	3.0% *	90.5% *	78.1% *
Social Sciences	142	78.8%	3.7% *	83.1%	61.5%
Humanities	169	65.9% *	15.2% *	81.7%	61.1%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* "Positive climate" indicates respondents who say their departmental climate is positive or very positive (vs. very negative, negative, or mediocre.) "Negative climate" indicates respondents who say their departmental climate is negative or very negative. This item was not asked in 2003.

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

Significantly HIGHER than 2003,  $p < .05$ .

Significantly HIGHER than 2003,  $p < .10$ .

Significantly LOWER than 2003,  $p < .05$ .

Significantly LOWER than 2003,  $p < .10$ .

**Table CC1. Positive Climate Change for Faculty\*\***

	N	For Me Personally On Campus	For Me Personally in Department	For Other Faculty in Department	For Women Faculty on Campus	For Faculty of Color on Campus
All Letters & Sciences Faculty	400	19.8%	23.3%	21.1%	30.2% ↓	15.2% ↓
Women	143	24.7%	27.3%	17.3%	21.7% *	10.1%
Men	256	17.2%	21.2%	23.3%	35.9%	18.0%
Faculty of Color	39	20.5%	18.0%	22.2%	24.0%	7.4%
Majority Faculty	359	19.8%	24.0%	21.1%	30.8%	16.5%
Untenured	67	22.4%	23.9%	12.2%	25.0%	6.1% *
Tenured	331	19.3%	23.3%	22.8%	31.2%	17.1%
Non-Mainstream	169	22.5%	24.3%	24.8%	26.8%	9.6% *
Mainstream	224	17.9%	22.8%	18.9%	32.5%	19.6%
Natural Sciences	119	23.5%	31.4% *	26.0%	44.1% *	23.1%
Social Sciences	122	10.7% *	13.9% *	15.2%	22.4%	13.0%
Humanities	158	24.2%	24.7%	22.6%	27.7%	13.3%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* "Significantly/Somewhat More Positive" vs. "Stayed the Same, Somewhat/Significantly More Negative".

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

**Table CC2. Negative Climate Change for Faculty\*\***

	N	For Me Personally On Campus	For Me Personally in Department	For Other Faculty in Department	For Women Faculty on Campus	For Faculty of Color on Campus
All Letters & Sciences Faculty	400	14.8%	21.0%	26.0%	12.5% ↑	24.6% ↑
Women	143	17.6%	27.3% *	33.6% *	18.9% *	31.9%
Men	256	13.3%	17.7%	22.3%	8.2%	20.5%
Faculty of Color	39	20.5%	30.8%	25.9%	20.0%	48.2% *
Majority Faculty	359	14.2%	20.1%	26.2%	11.7%	20.7%
Untenured	67	7.5% *	23.9%	30.6%	6.8%	30.3%
Tenured	331	16.3%	20.5%	25.4%	13.6%	23.4%
Non-Mainstream	169	17.2%	29.0% *	31.6%	17.0%	30.1%
Mainstream	244	12.5%	14.3%	22.0%	9.3%	20.6%
Natural Sciences	119	12.6%	5.1% *	10.4% *	4.4% *	10.3% *
Social Sciences	122	14.8%	29.5% *	36.2% *	11.8%	21.7%
Humanities	158	16.6%	26.6% *	29.8%	17.9% *	33.7% *

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* "Significantly/Somewhat More Negative" vs. "Stayed the Same, Somewhat/Significantly More Positive".

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

**Table CC3. Positive Climate Change for Staff\*\***

	<u>N</u>	<u>For Staff in Department</u>	<u>For Women Staff on Campus</u>	<u>For Staff of Color on Campus</u>
All Letters & Sciences Faculty	324	23.2%	18.9% ↓	11.7% ↓
Women	24	16.7%	11.8%	7.1%
Men	298	23.8%	19.5%	12.1%
Faculty of Color	50	20.0%	17.7%	7.7%
Majority Faculty	272	23.9%	19.1%	12.5%
Untenured	39	41.0% *	28.0%	17.7%
Tenured	445	20.9%	27.3%	22.3%
Non-Mainstream	136	25.0%	17.8%	9.5%
Mainstream	183	20.8%	19.2%	13.3%
Natural Sciences	99	28.3%	25.4%	15.2%
Social Sciences	106	20.8%	14.3%	7.3%
Humanities	117	21.4%	17.9%	13.6%

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* "Significantly/Somewhat More Positive" vs. "Stayed the Same, Somewhat/Significantly More Negative".

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

**Table CC4. Negative Climate Change for Staff\*\***

	<u>N</u>	<u>For Staff in Department</u>		<u>For Women Staff on Campus</u>		<u>For Staff of Color on Campus</u>	
All Letters & Sciences Faculty	324	28.4%	↑	12.9%	↑	17.5%	↑
Women	108	36.1%	*	17.1%		19.2%	
Men	214	24.3%		10.6%		16.7%	
Faculty of Color	24	25.0%		17.7%		21.4%	
Majority Faculty	298	28.5%		12.5%		17.1%	
Untenured	50	30.0%		5.9%		15.4%	
Tenured	272	27.9%		14.2%		18.0%	
Non-Mainstream	136	33.8%		18.9%	*	22.2%	
Mainstream	183	24.6%		8.8%		14.4%	
Natural Sciences	99	20.2%	*	6.4%	*	12.1%	
Social Sciences	106	35.9%	*	12.9%		14.6%	
Humanities	117	28.2%		17.9%		22.7%	

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

\*\* "Significantly/Somewhat More Negative" vs. "Stayed the Same, Somewhat/Significantly More Positive".

↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

**Table CC5. Climate Change on the UW-Madison Campus Overall**

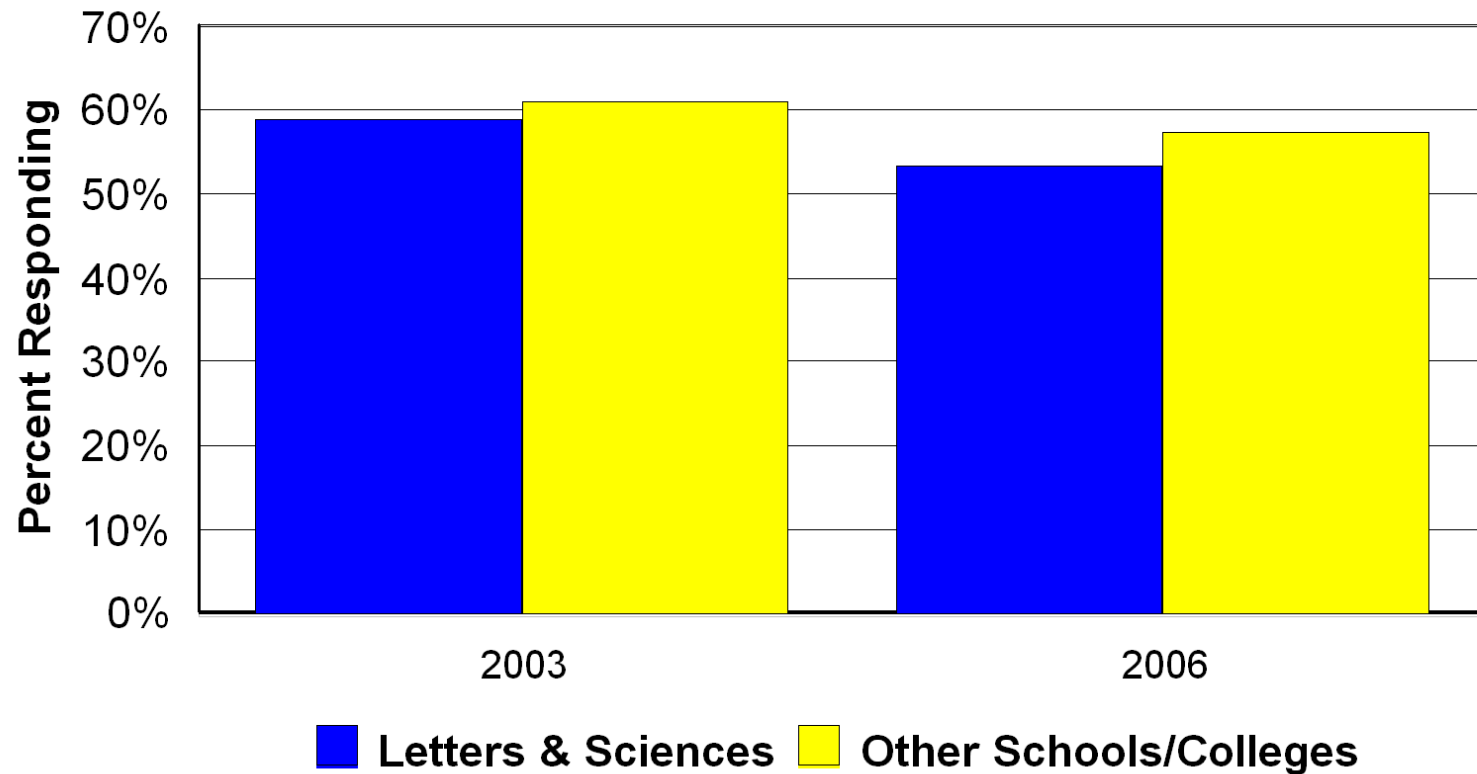
	<u>N</u>	<u>Overall Climate More Positive</u>	<u>Overall Climate More Negative</u>	
All Letters & Sciences Faculty	291	14.8% ↓	27.5% ↑	
Women	99	13.1%	30.3%	
Men	192	15.6%	26.0%	
Faculty of Color	30	13.3%	33.3%	*
Majority Faculty	261	14.9%	26.8%	
Untenured	49	10.2%	16.3%	
Tenured	242	15.7%	29.8%	
Non-Mainstream	124	12.9%	32.3%	
Mainstream	163	16.0%	23.9%	
Natural Sciences	81	21.0%	23.5%	
Social Sciences	95	11.6%	30.5%	
Humanities	115	13.0%	27.8%	

\* T-test between groups significant at  $p < .05$ ; no adjustments made for multiple comparisons.

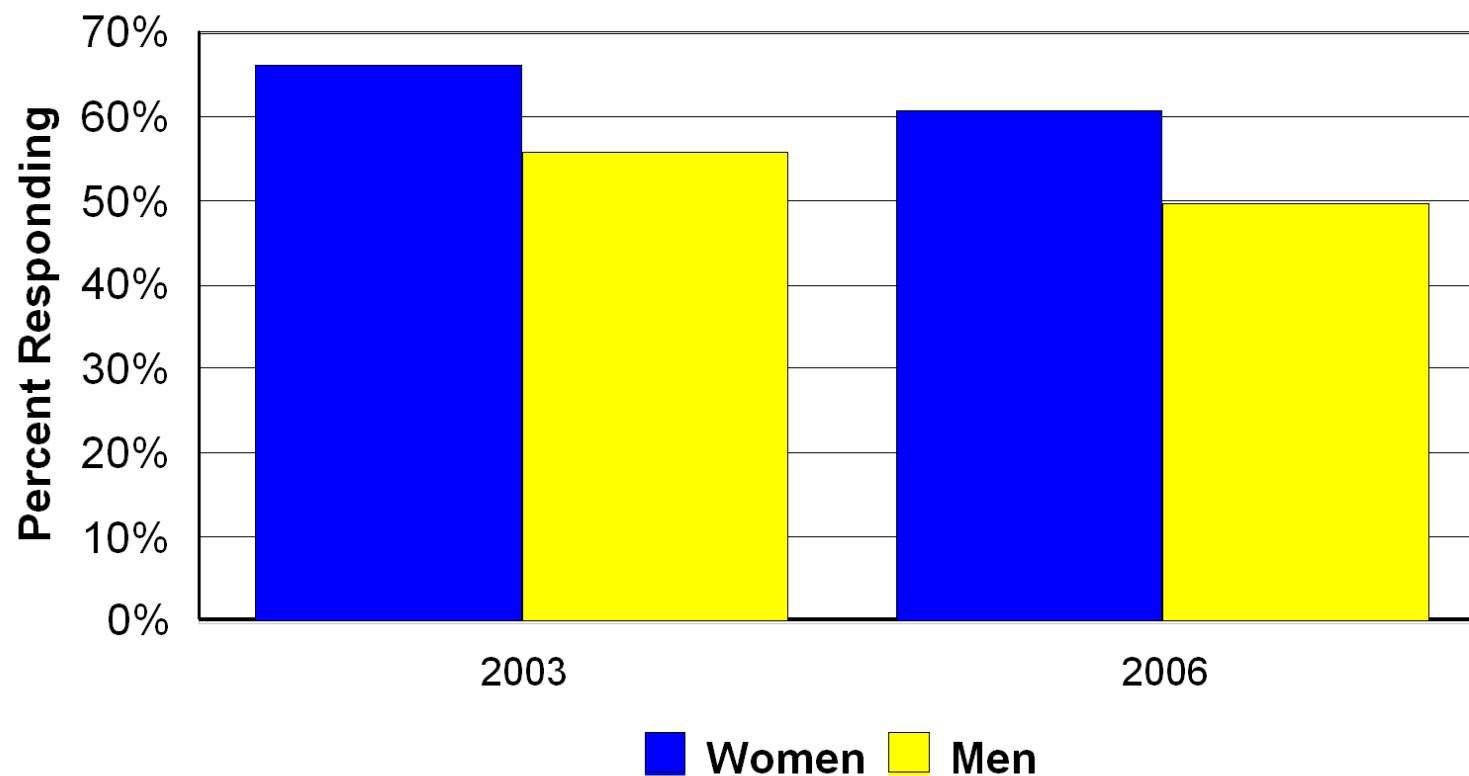
↑ Indicates that L&S agreement is significantly higher than that for faculty in other colleges, while

↓ indicates L&S response is significantly lower.

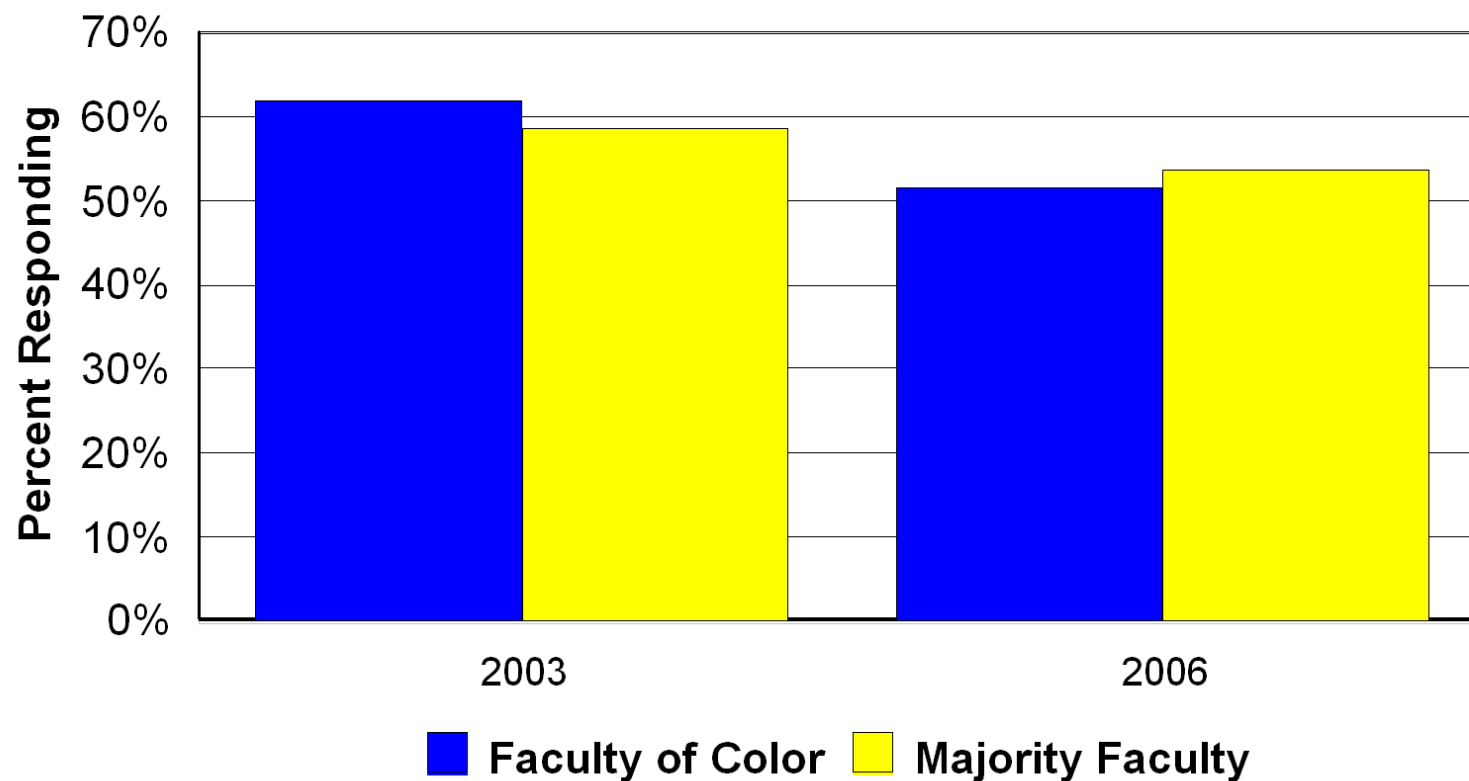
## Response Rates of UW-Madison Faculty 2006 Study of Faculty Worklife



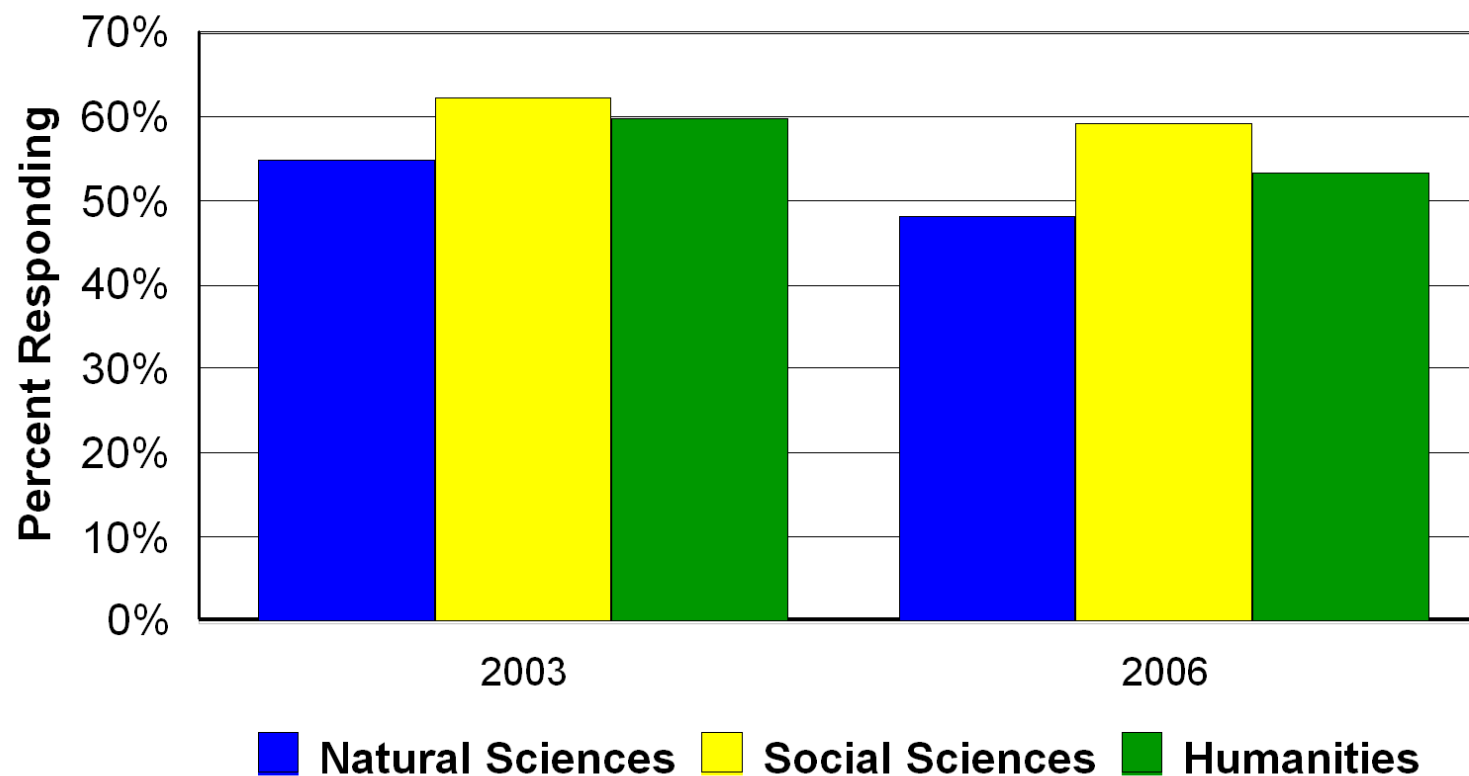
## Response Rates of Letters & Sciences Faculty 2006 Study of Faculty Worklife



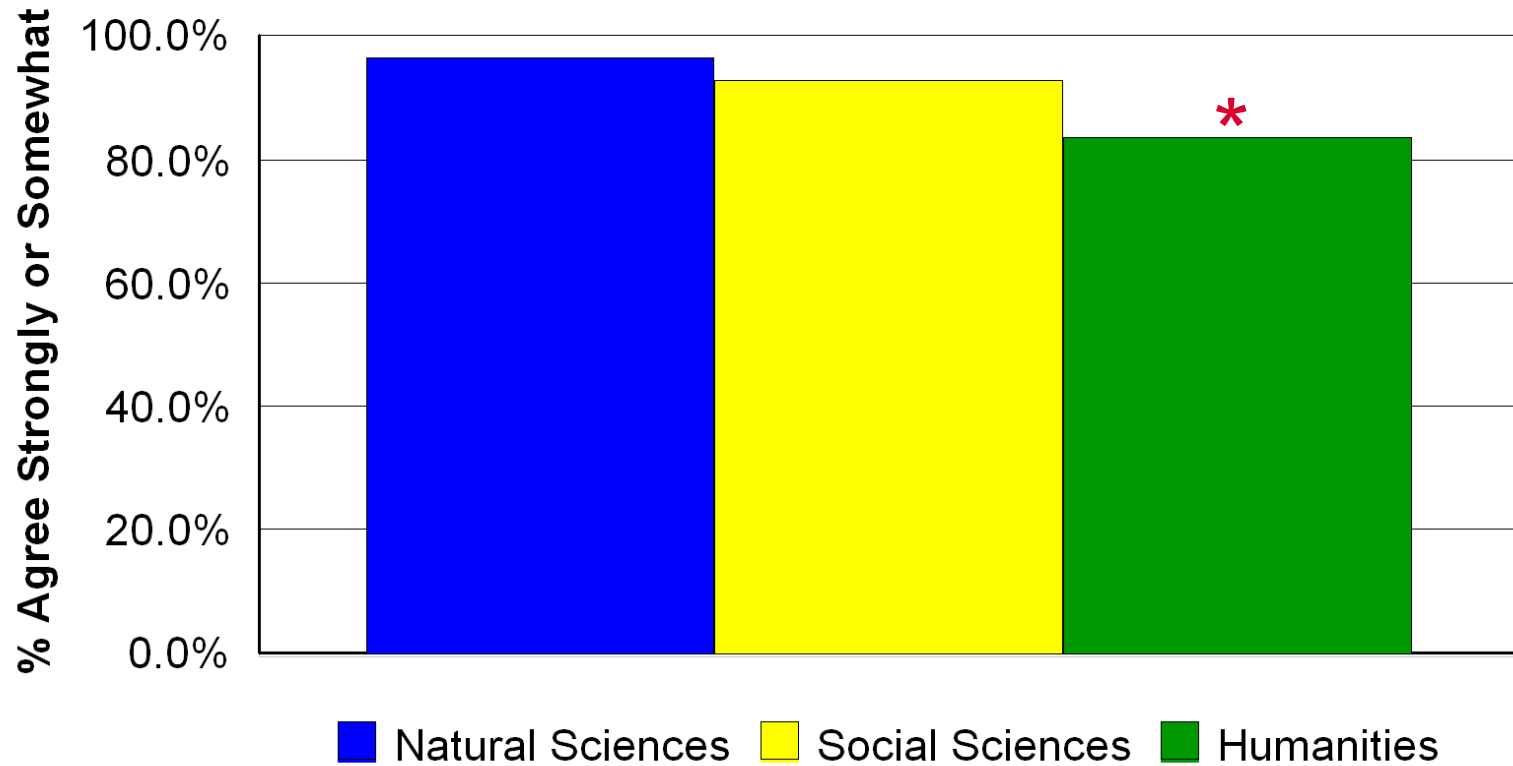
## Response Rates of Letters & Sciences Faculty 2006 Study of Faculty Worklife



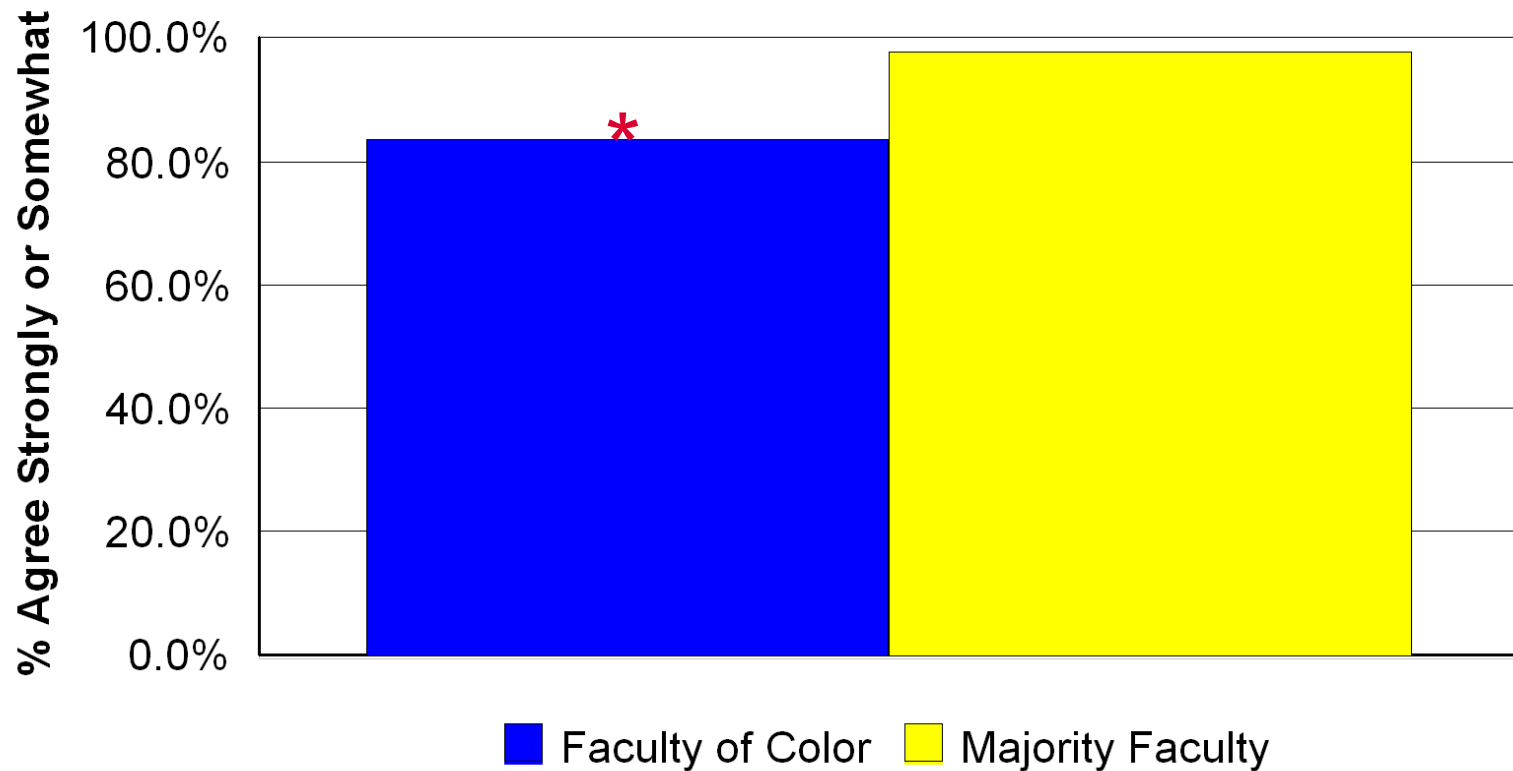
## Response Rates of Letters & Sciences Faculty 2006 Study of Faculty Worklife



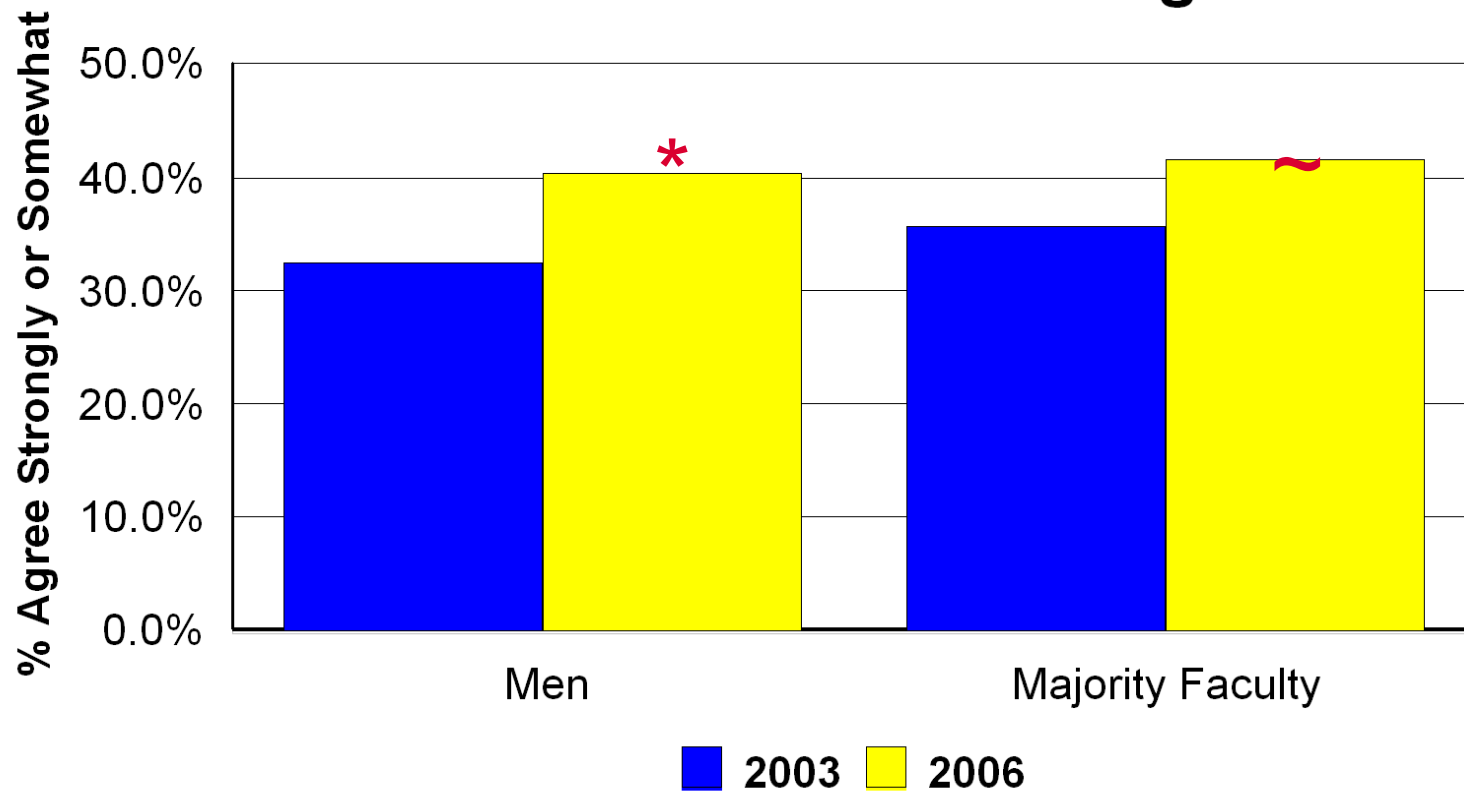
## Treated With Respect by Colleagues in My Department



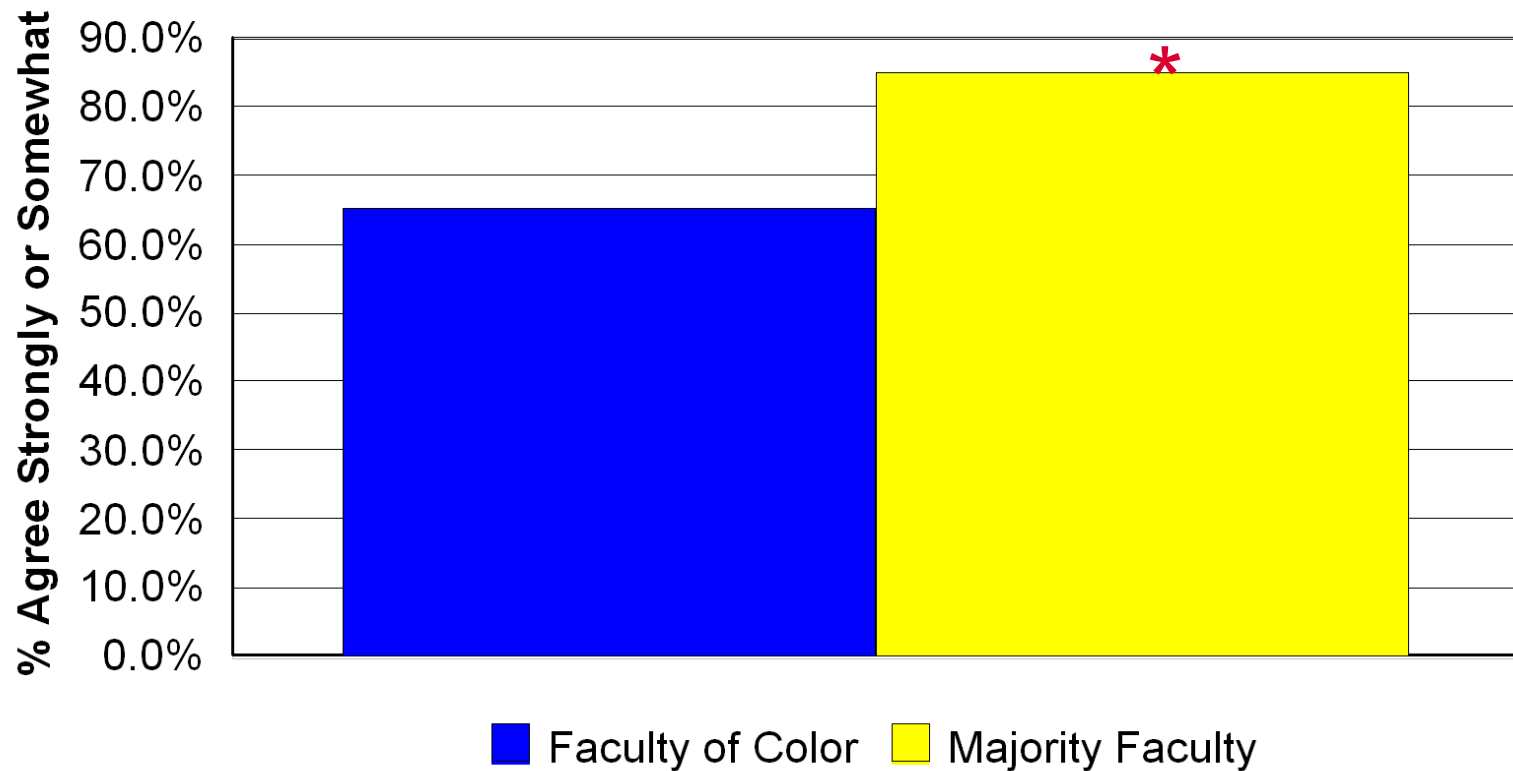
## Treated With Respect by Students in My Department



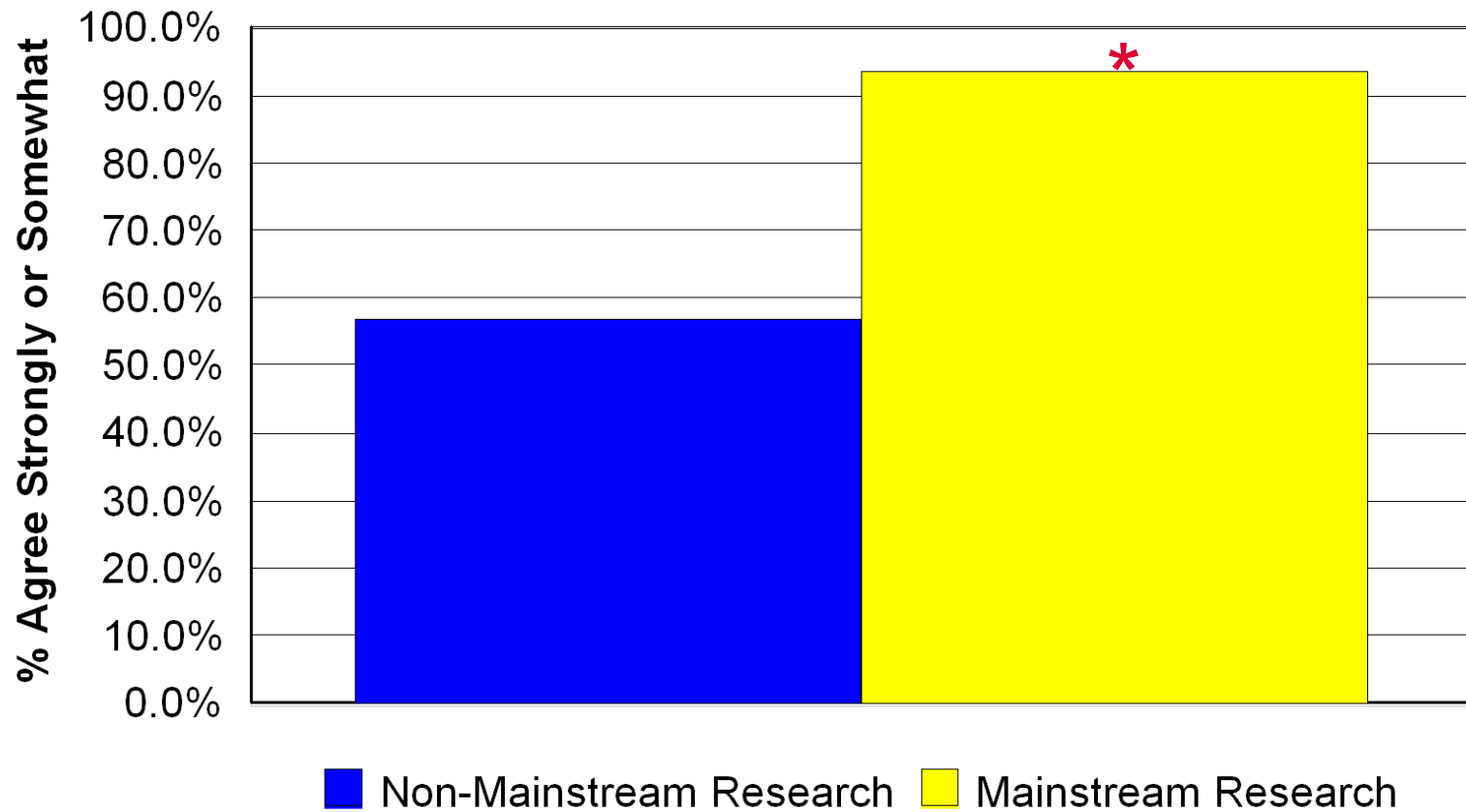
## Encounter "Unwritten Rules" Concerning Interactions with Colleagues



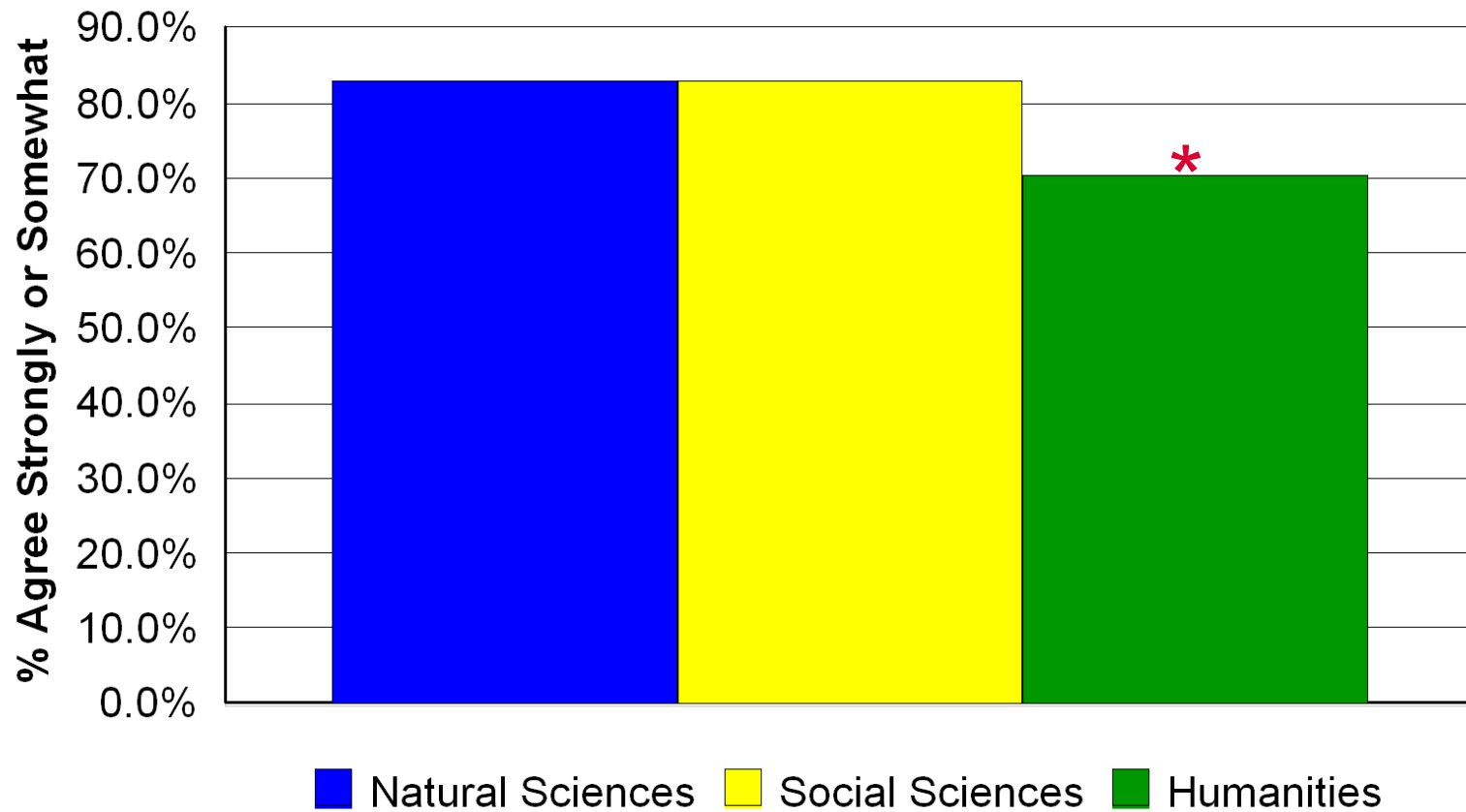
## Colleagues Solicit My Opinion on Work-Related Matters (2006)



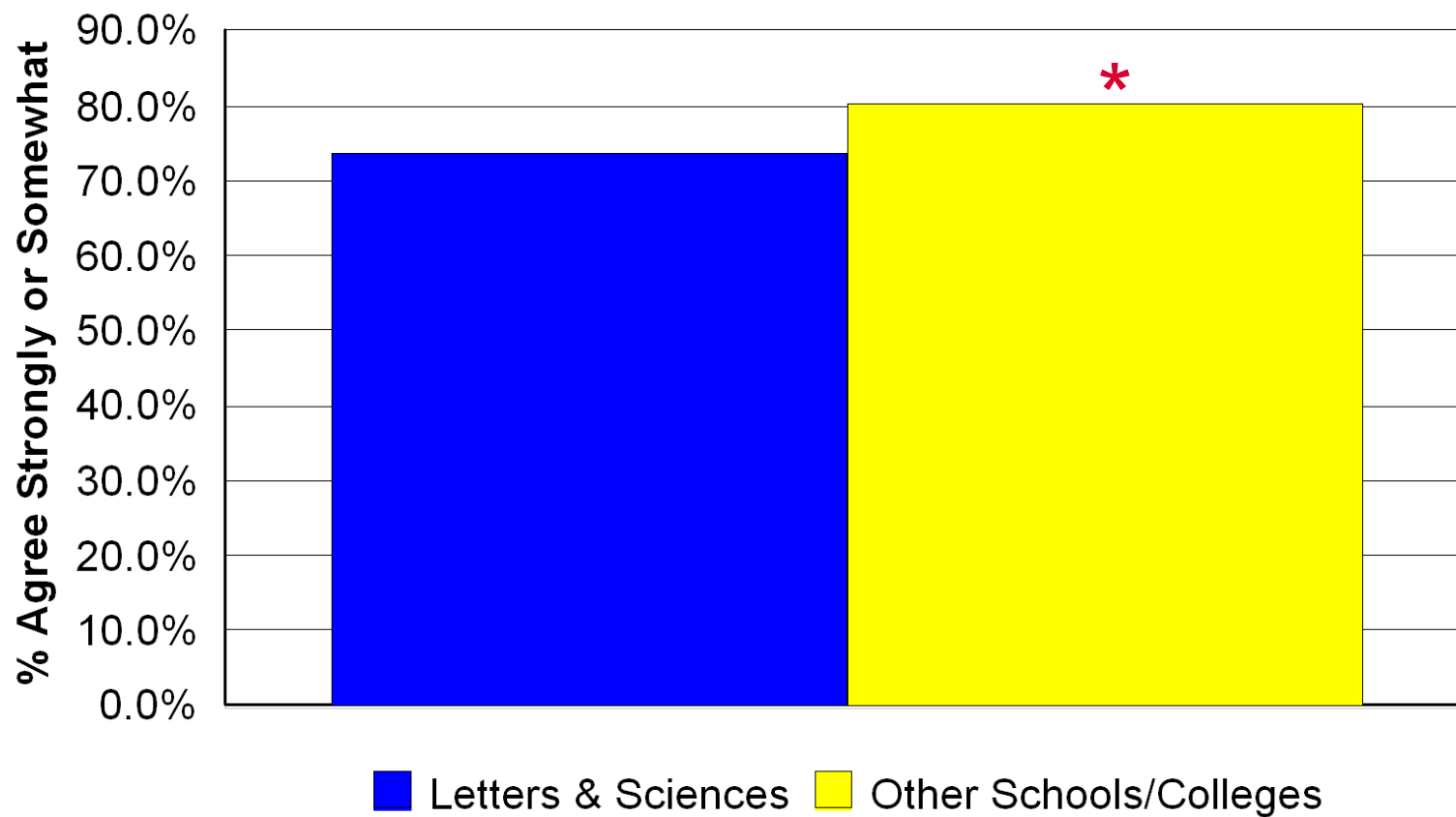
## Colleagues Value My Research (2006)



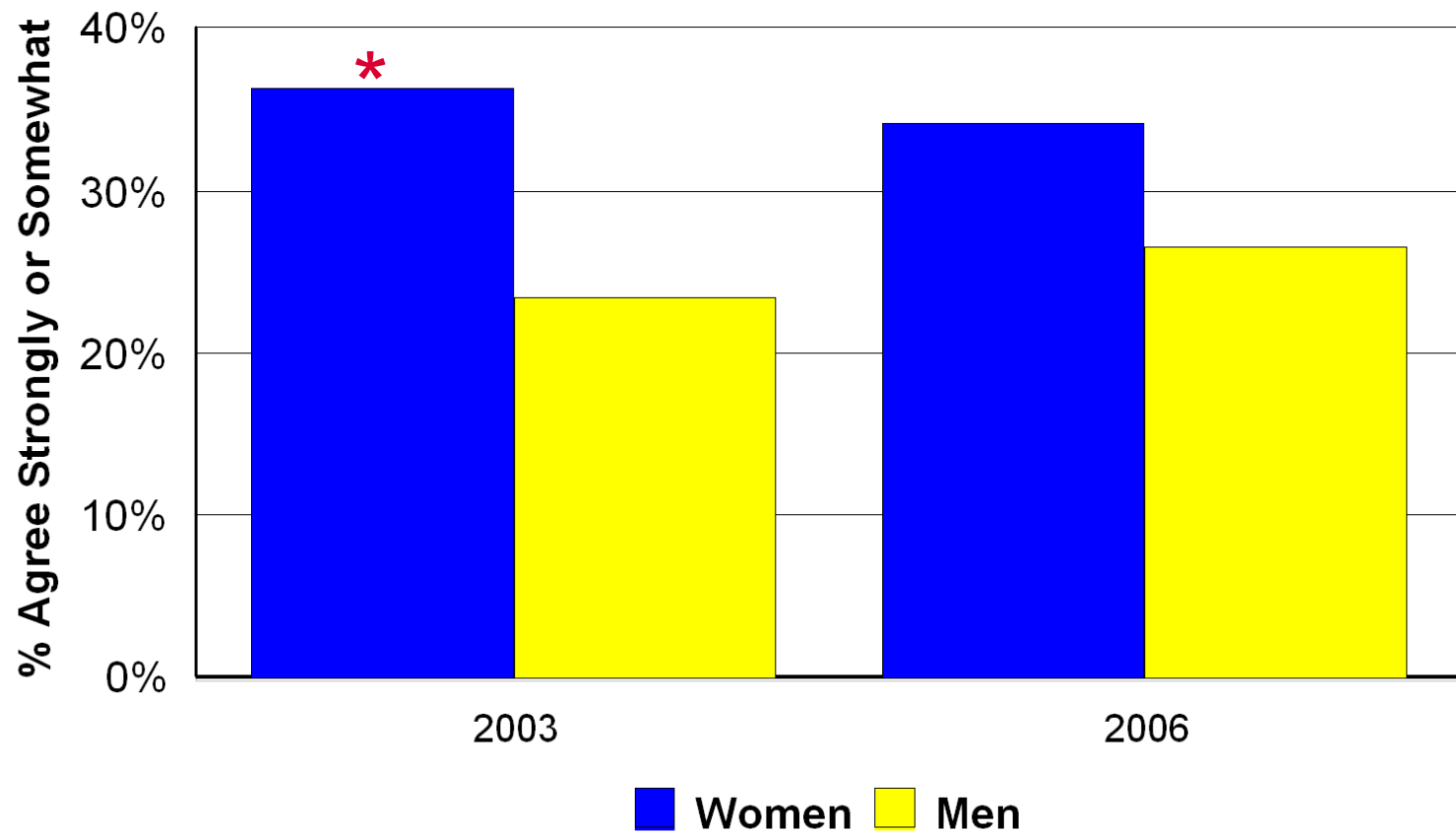
## Colleagues Value My Research (2006)



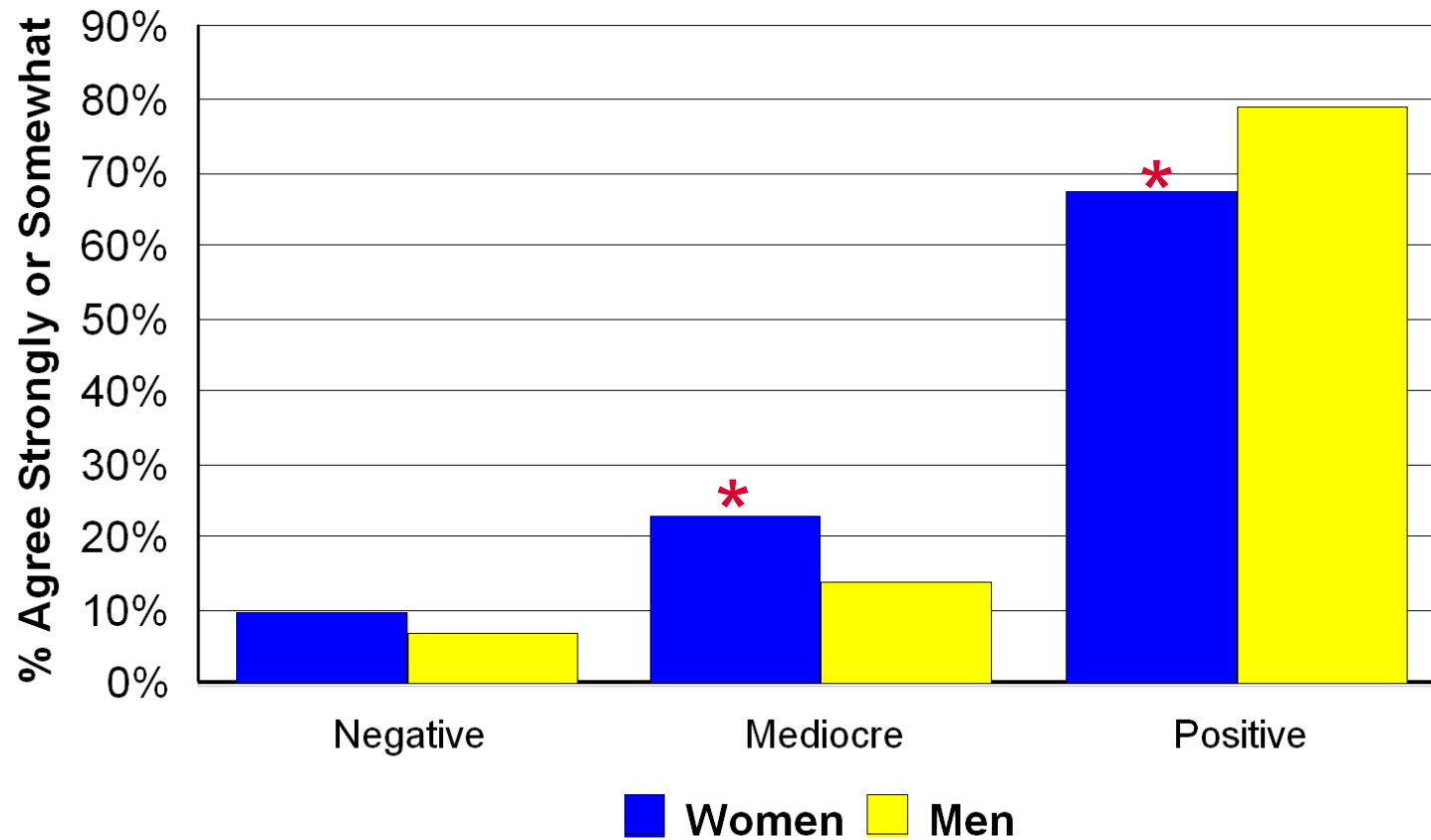
## Feel I "Fit" in My Department



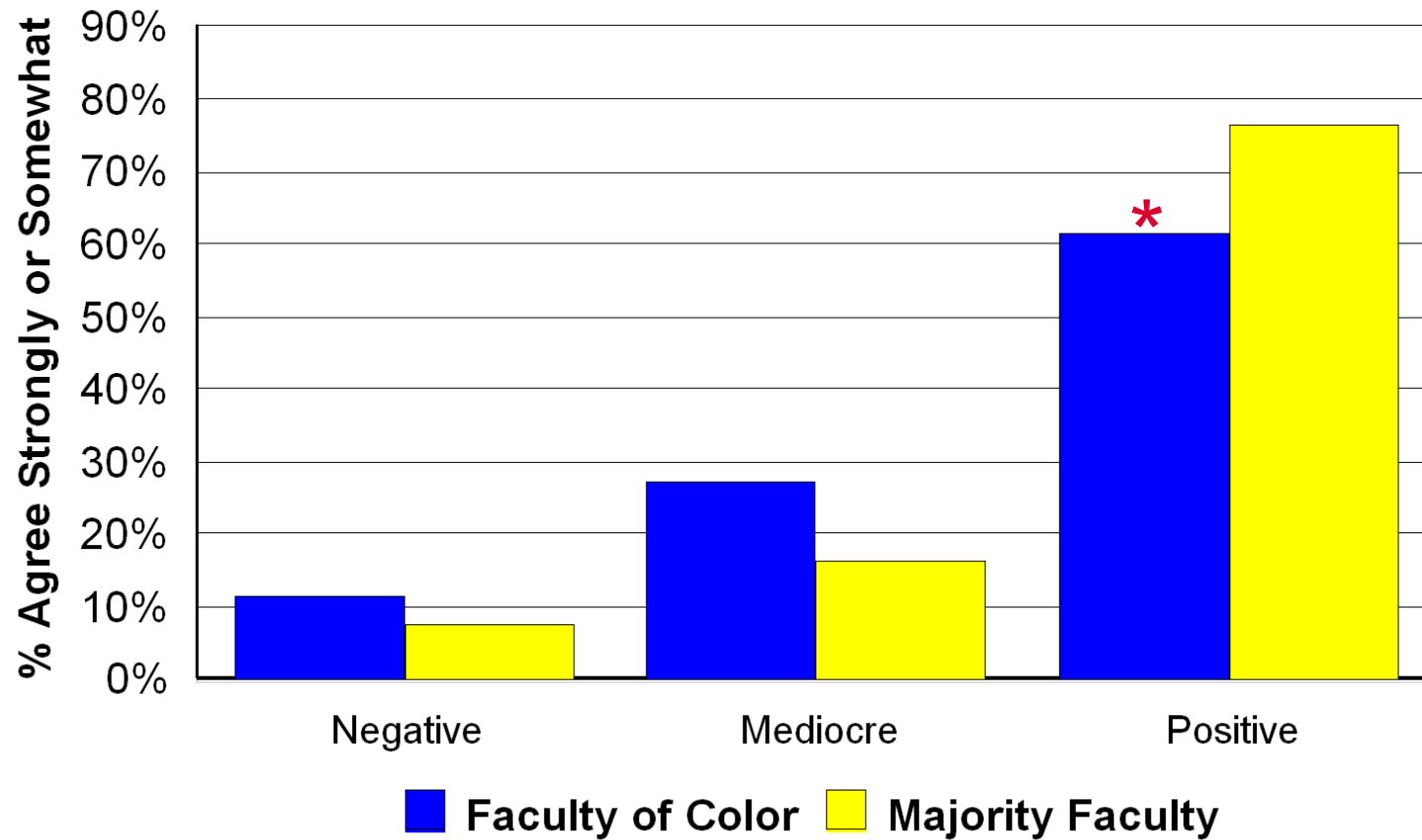
## Feel Isolated in My Department



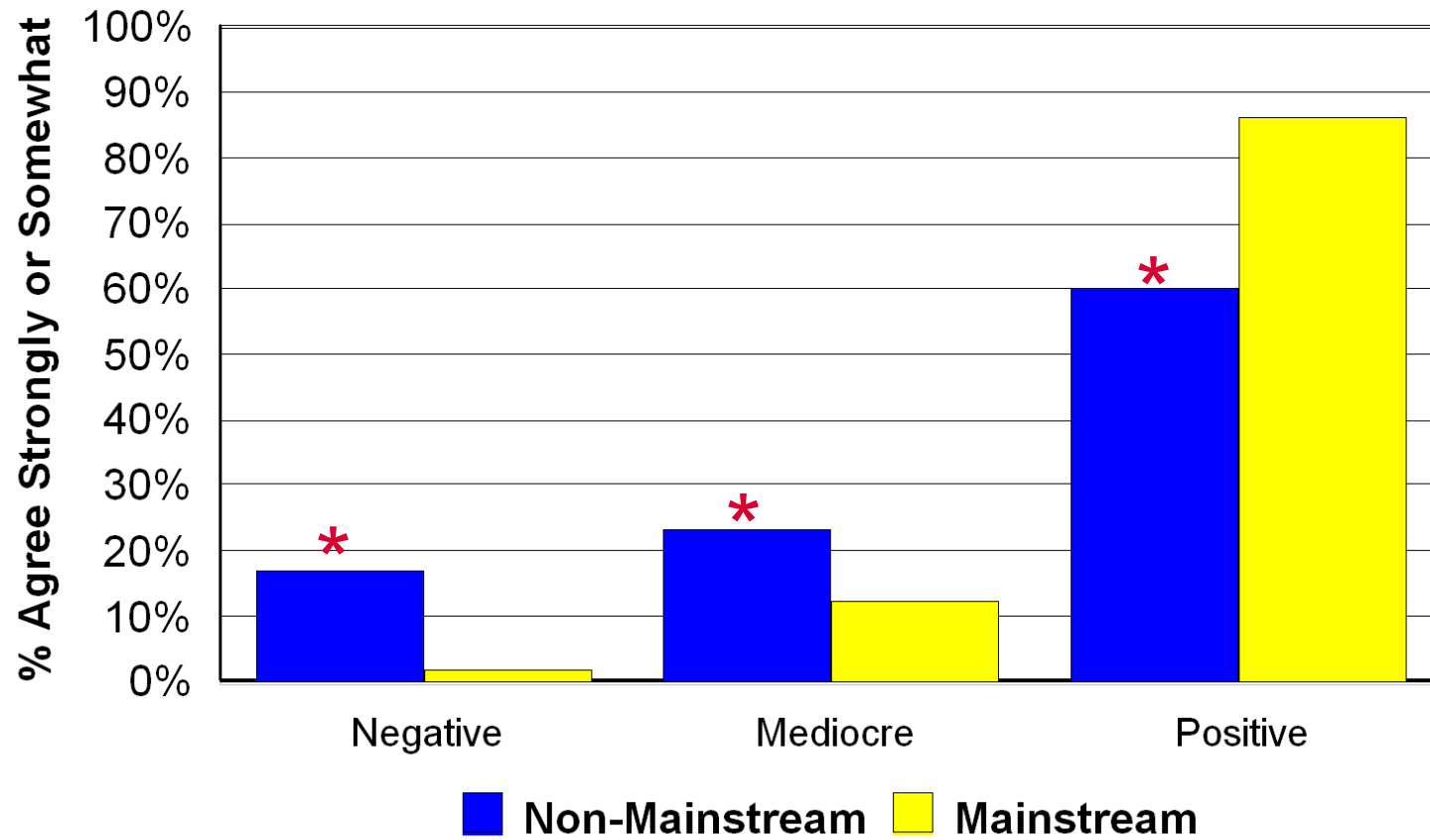
## Rating of Climate in Primary Department



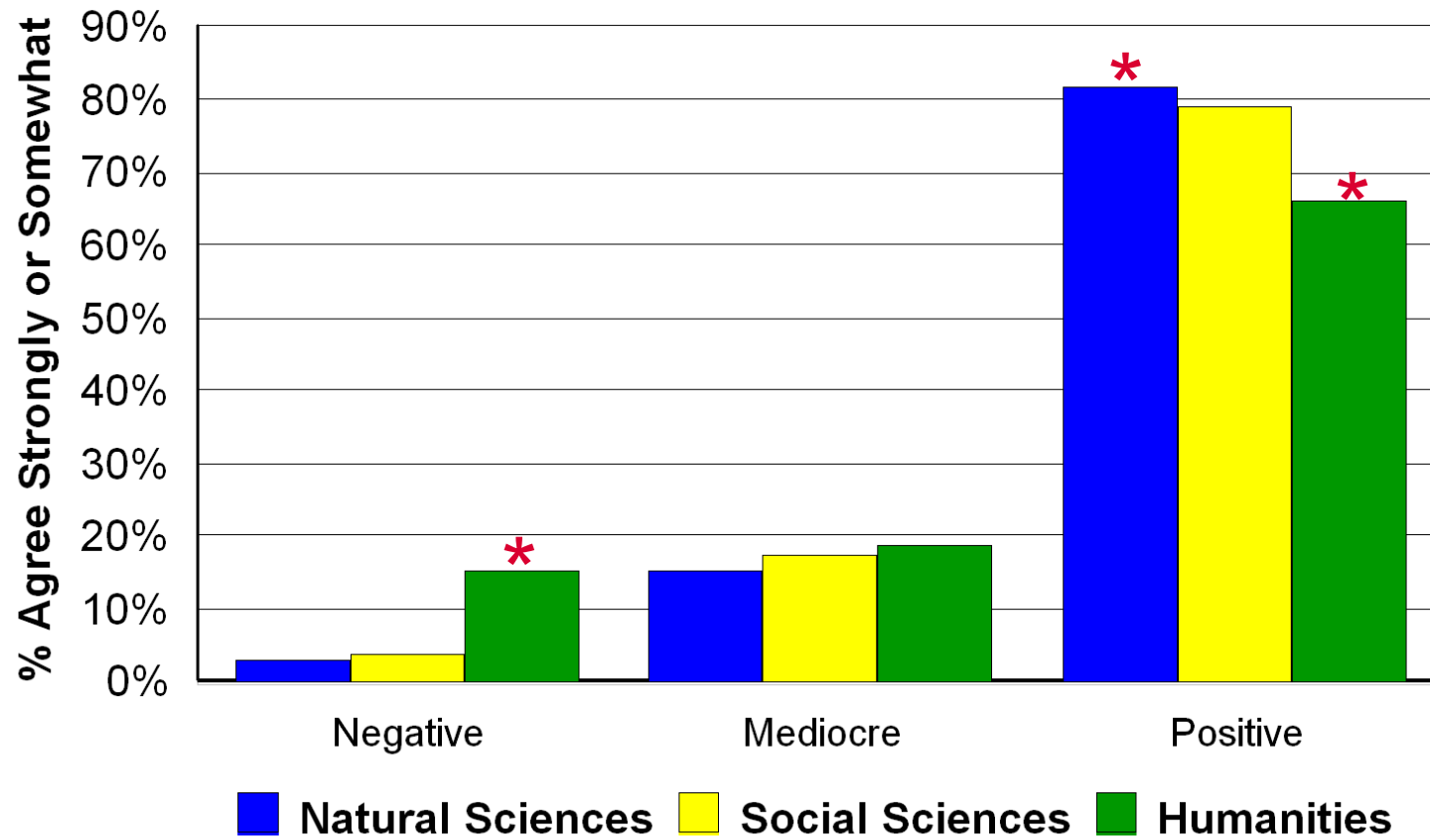
## Rating of Climate in Primary Department



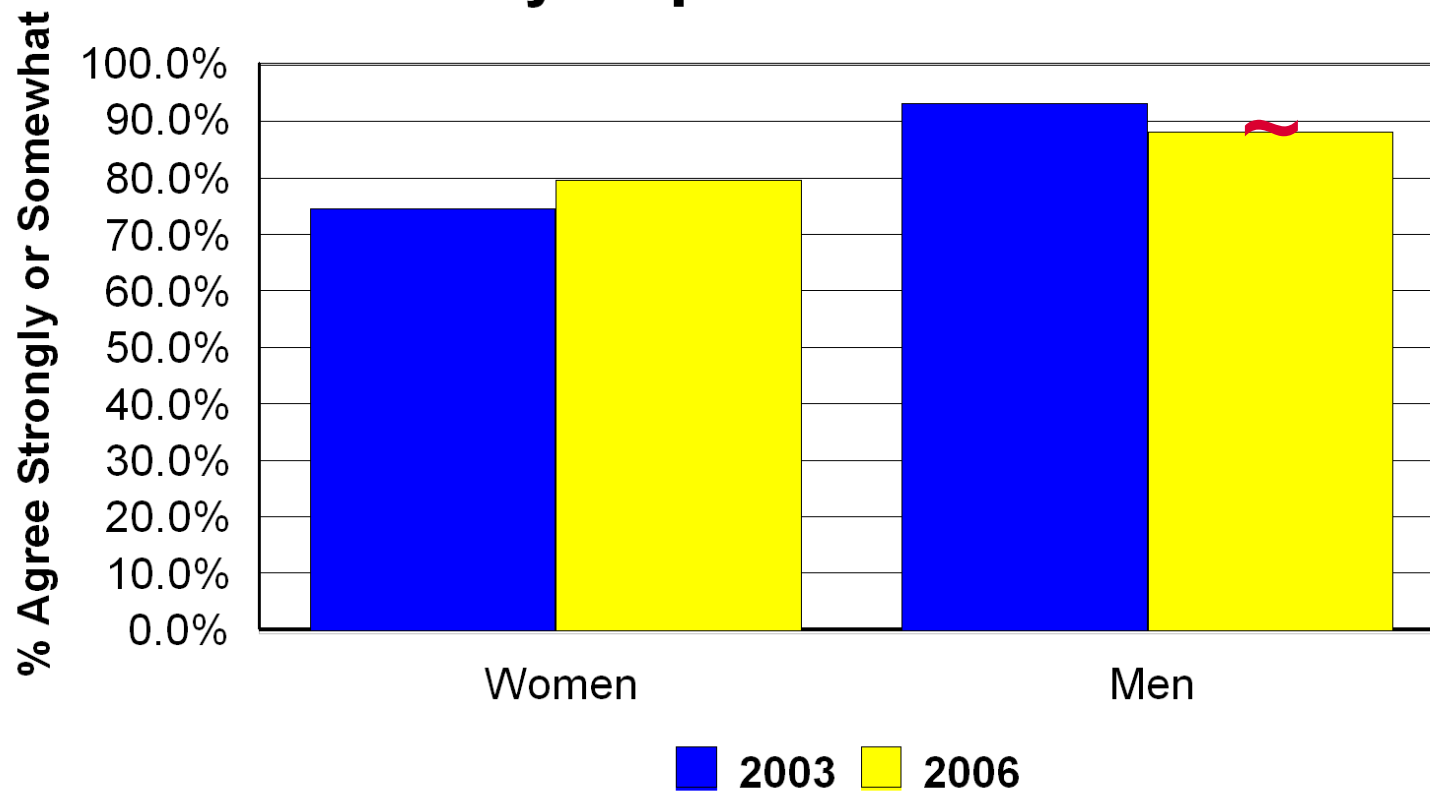
## Rating of Climate in Primary Department



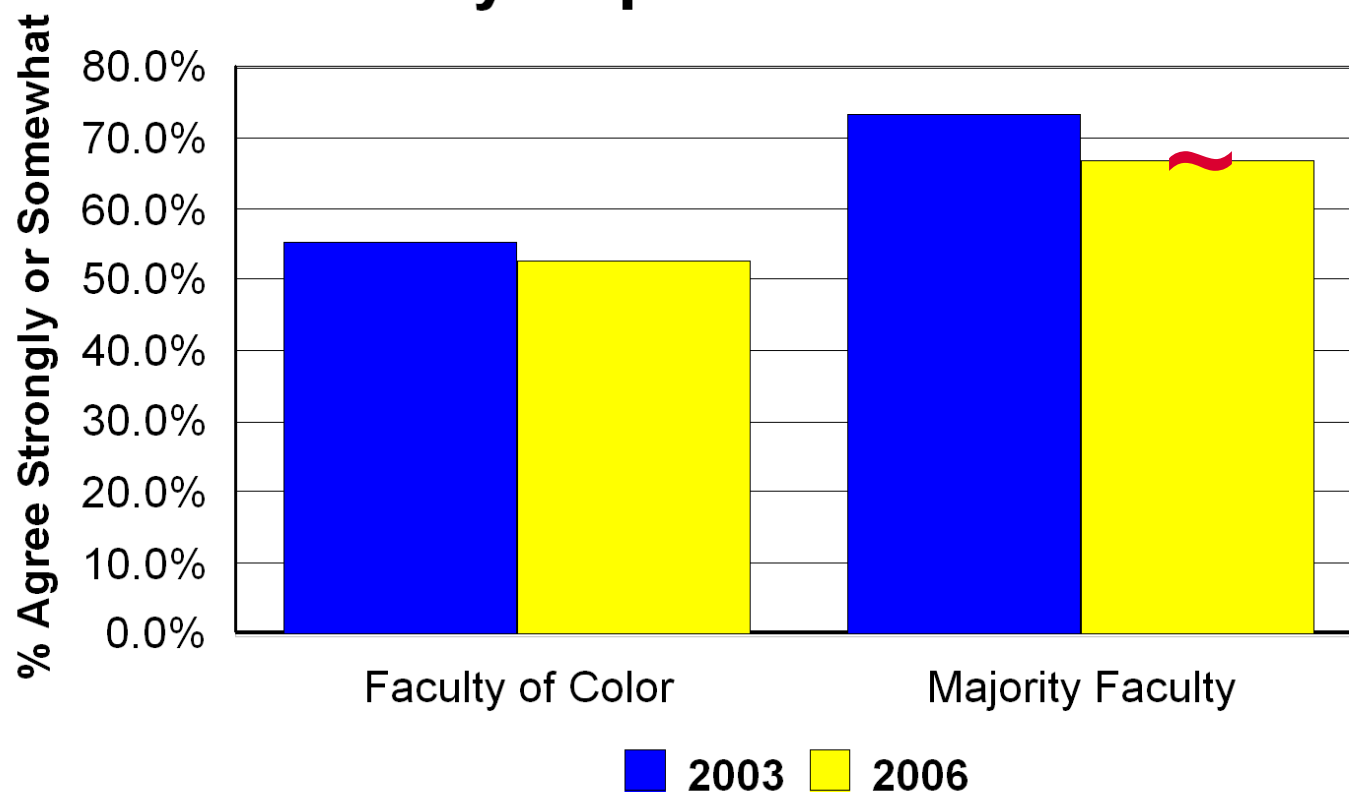
## Rating of Climate in Primary Department



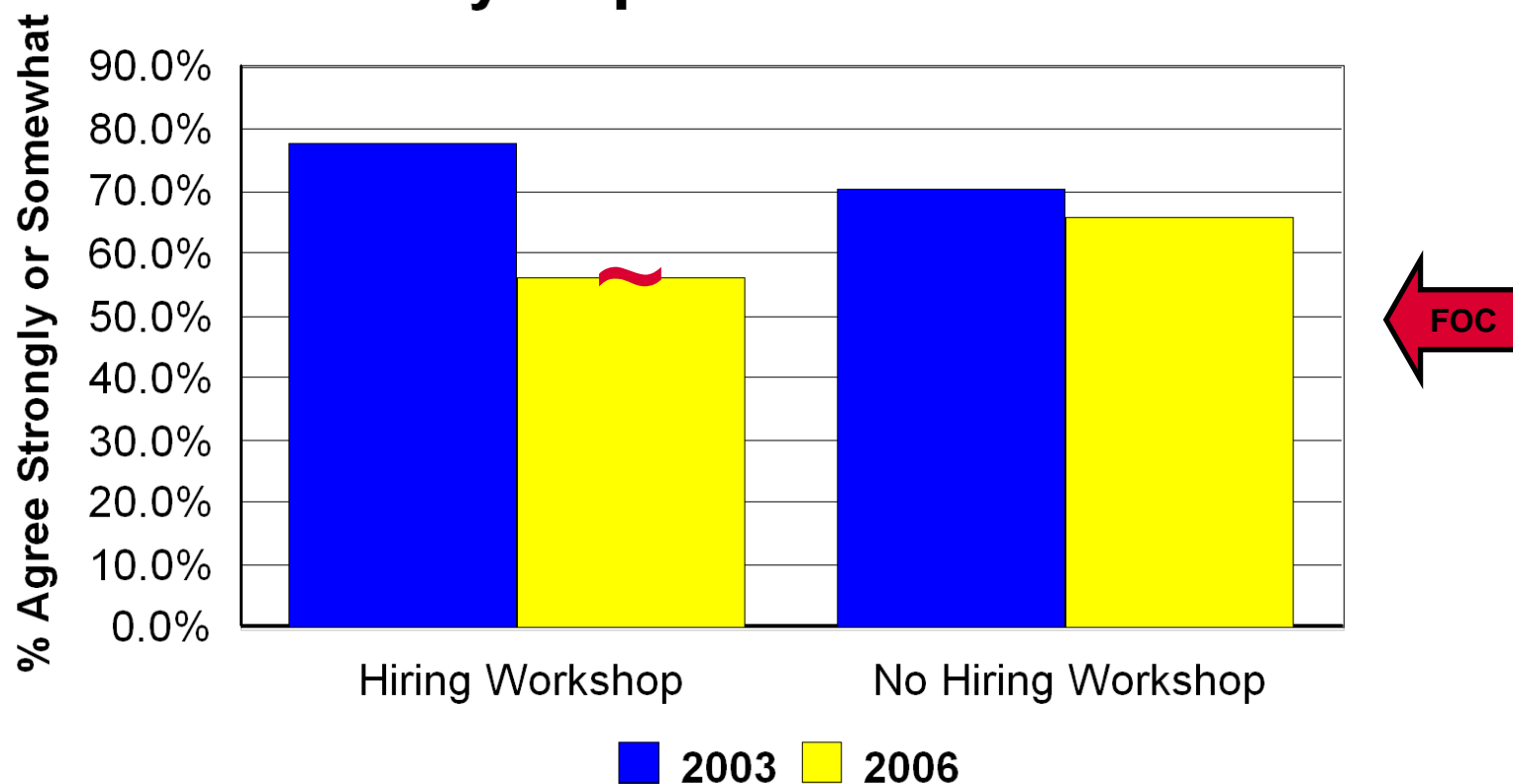
## The Climate for Women in My Department is Good



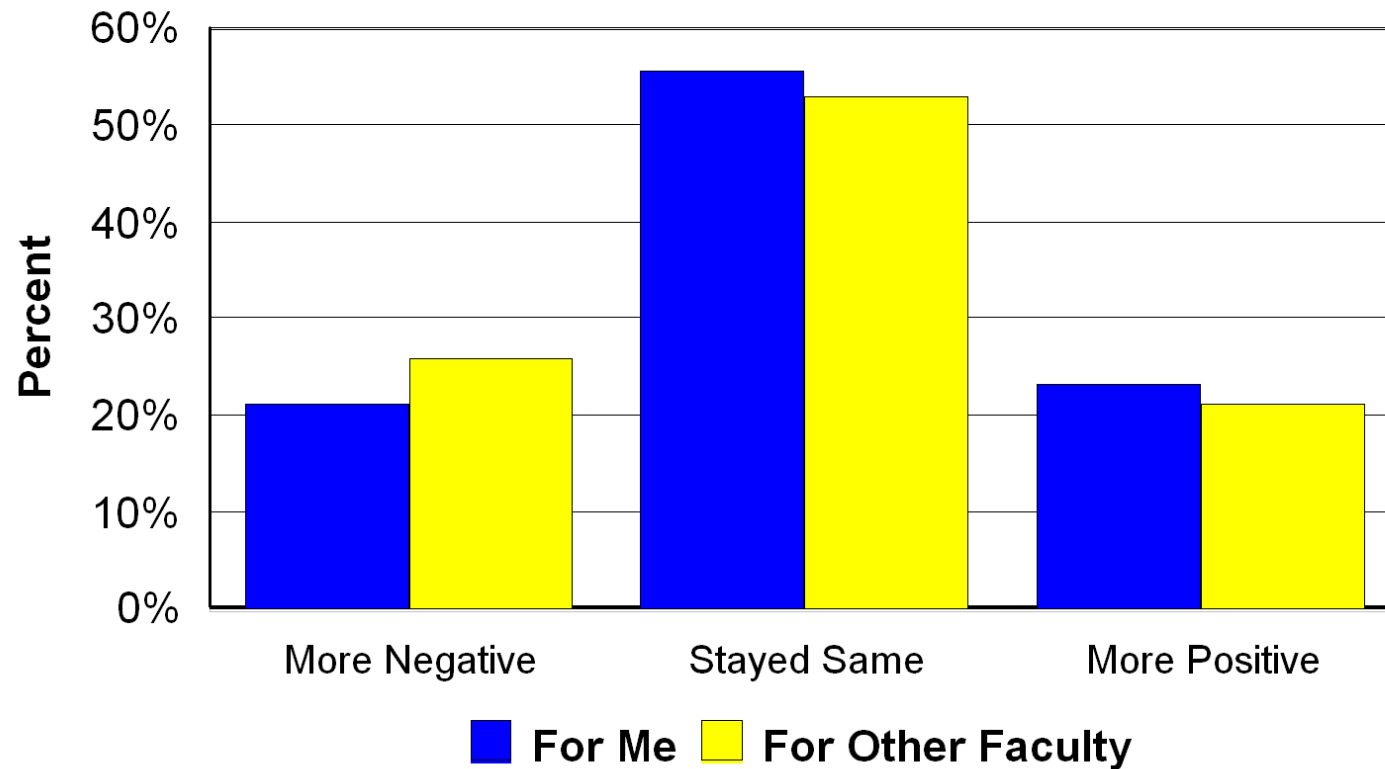
## The Climate for Faculty of Color in My Department is Good



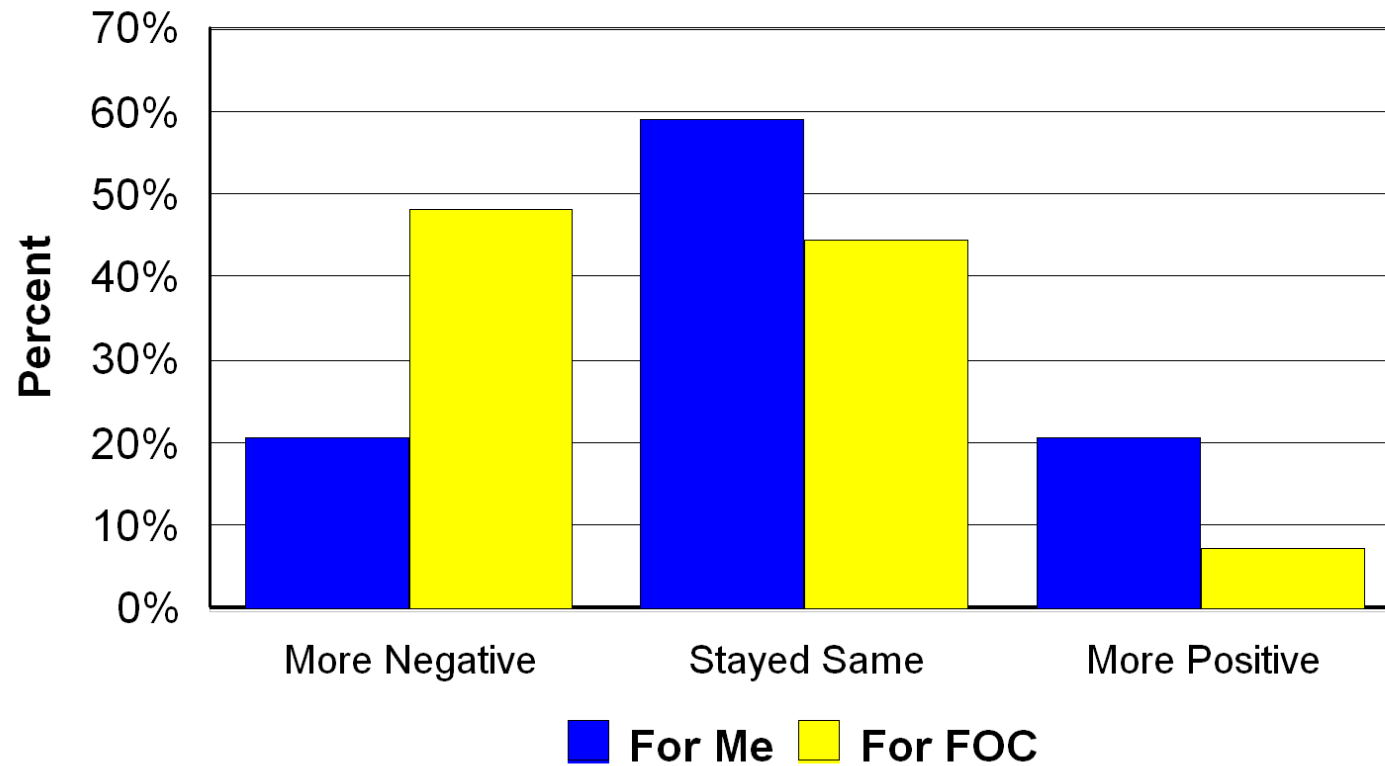
## The Climate for Faculty of Color in My Department is Good



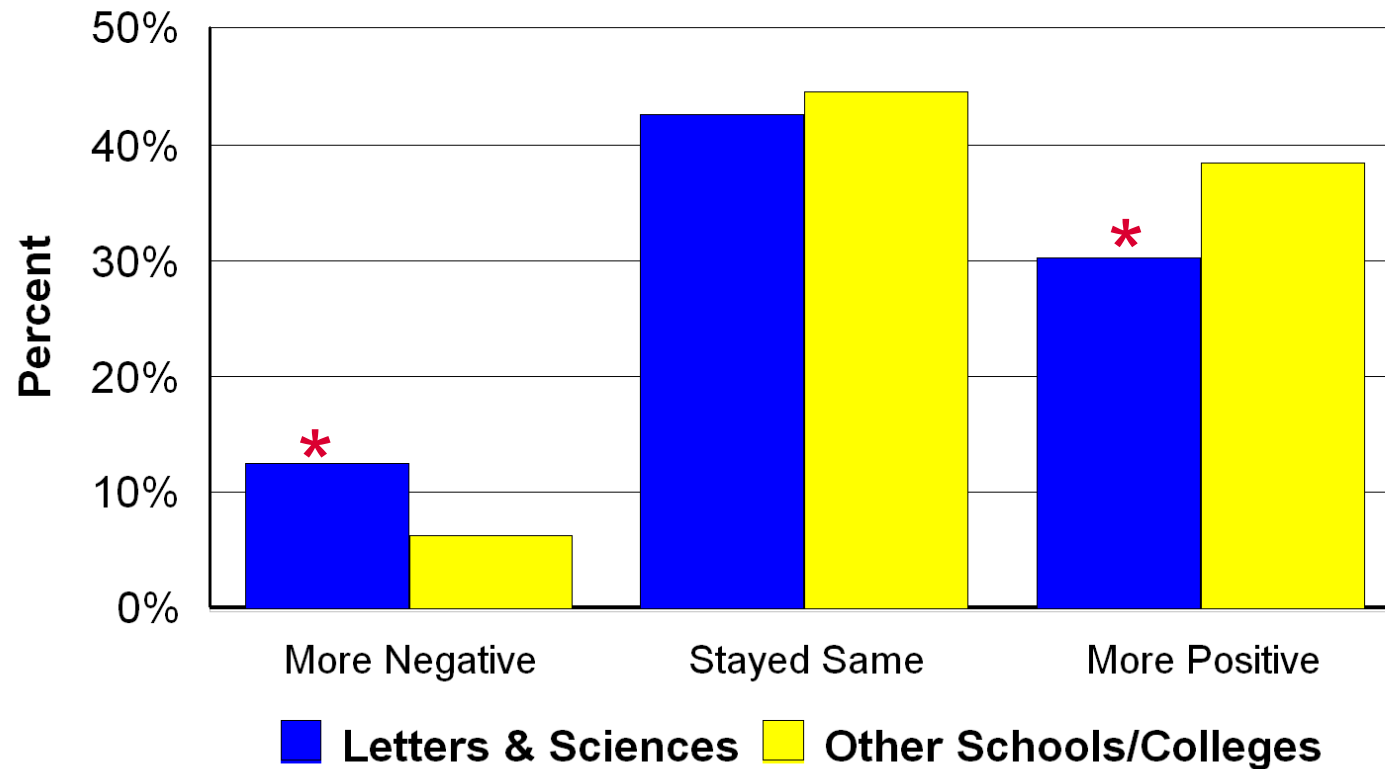
## Climate Change in Department: Responses of All L&S Faculty



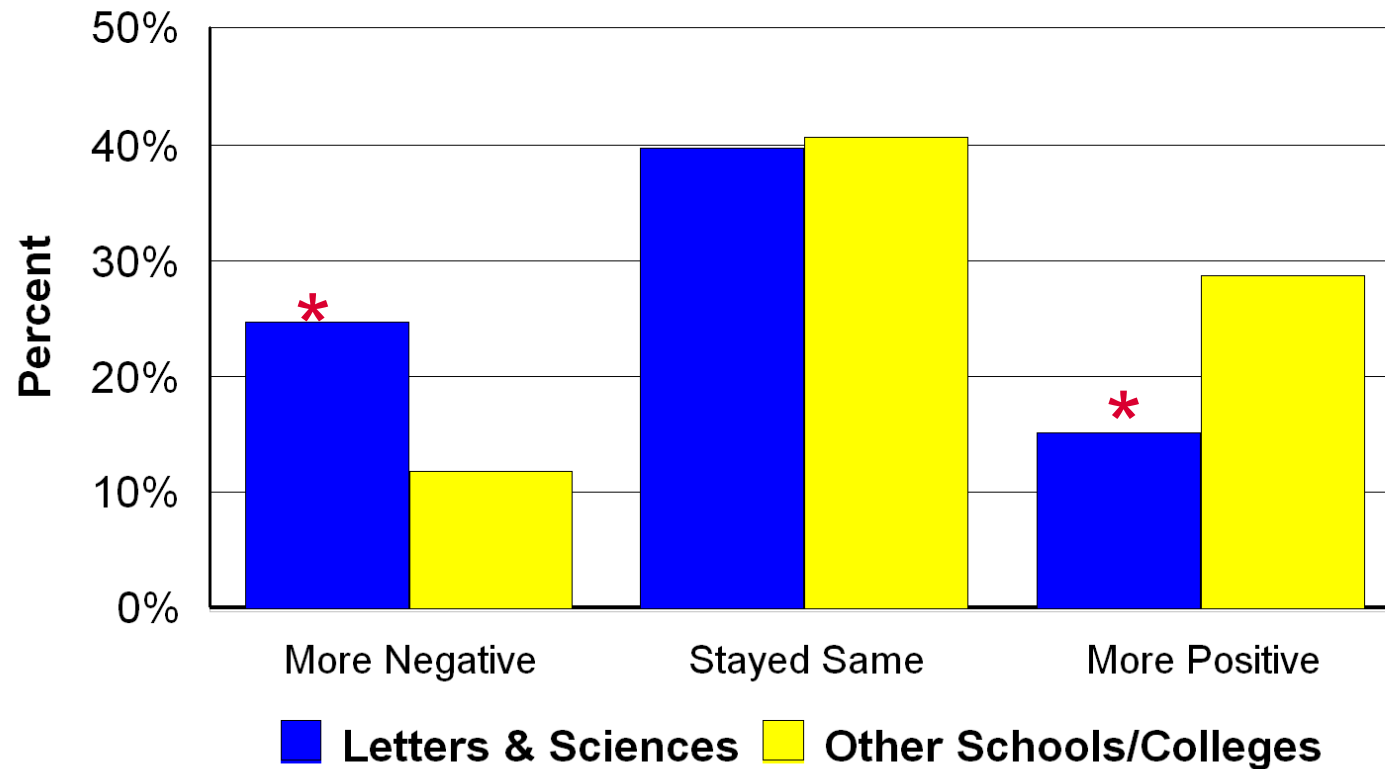
## Climate Change on Campus: Responses of Faculty of Color



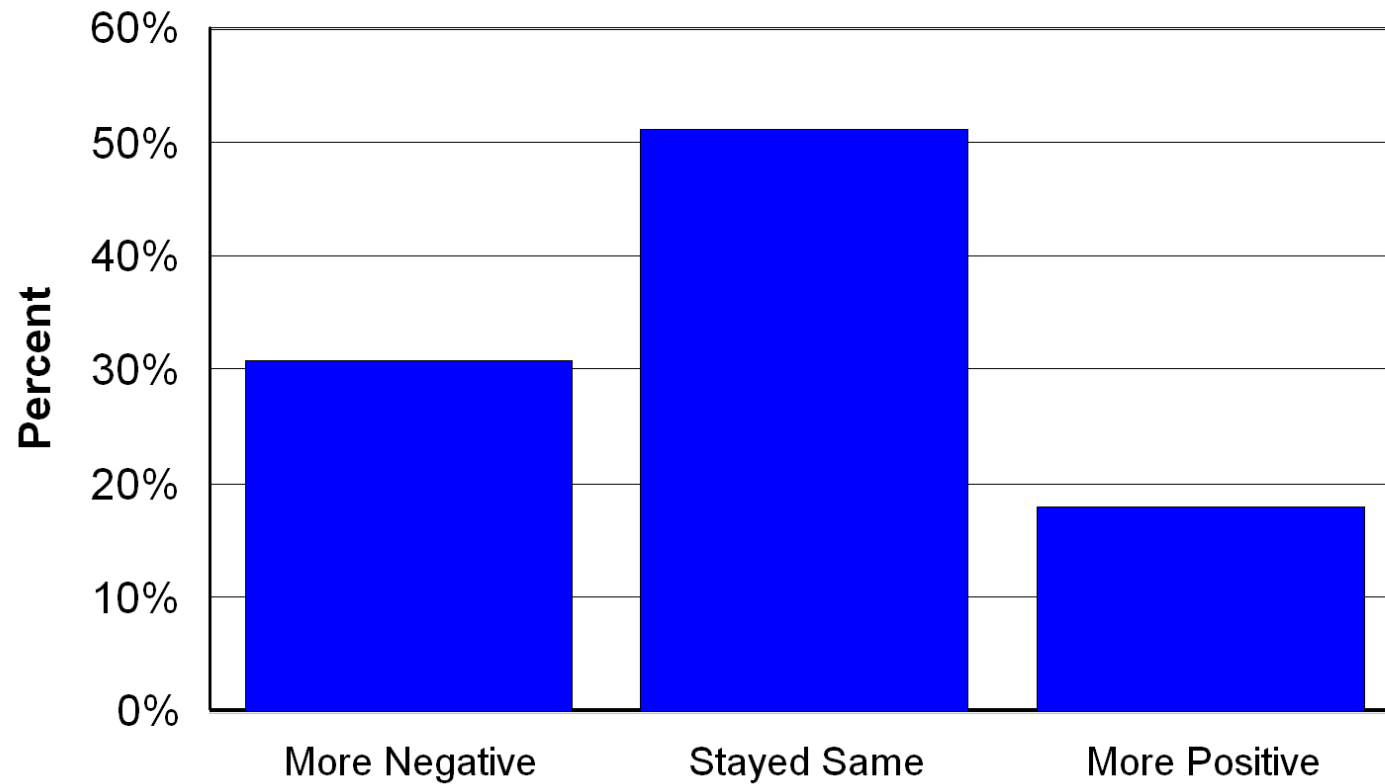
## Climate Change on Campus: For Women Faculty on Campus



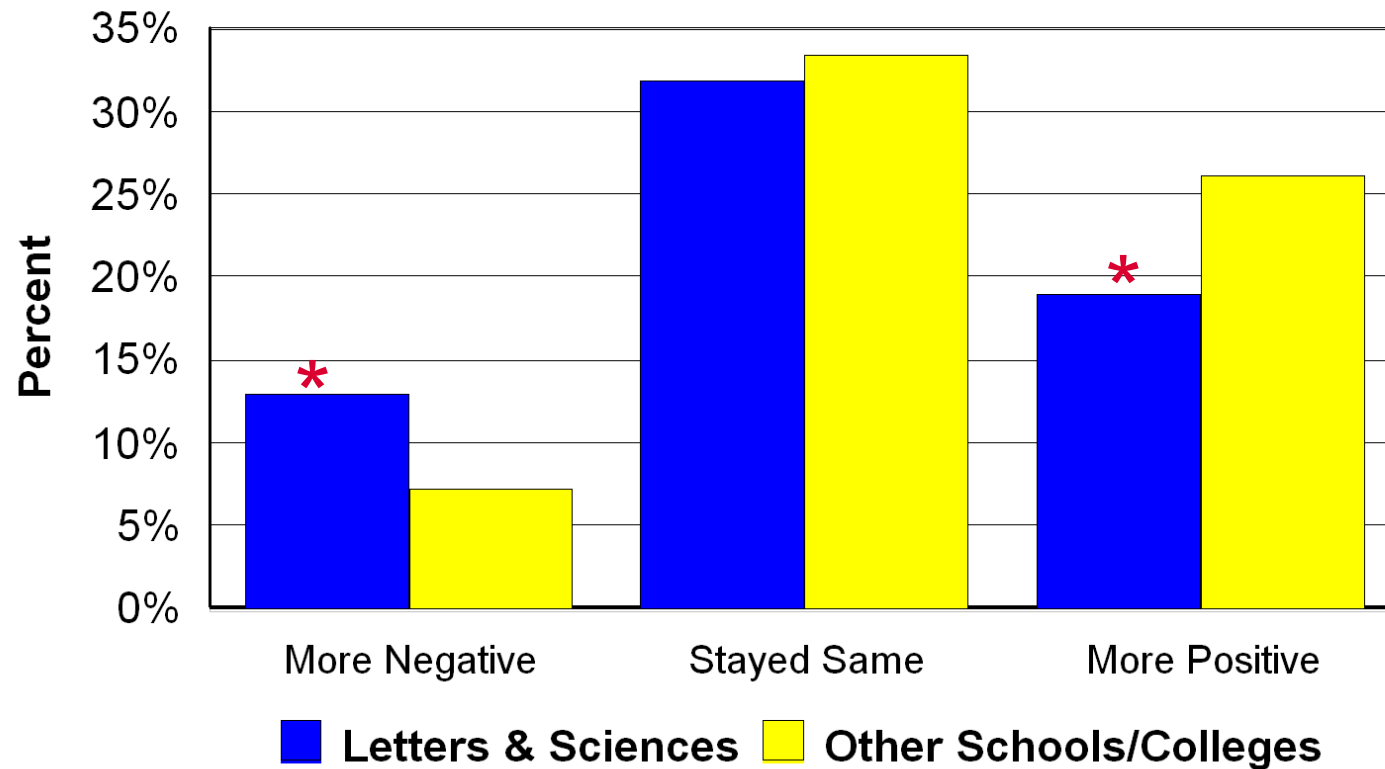
## Climate Change on Campus: For Faculty of Color on Campus



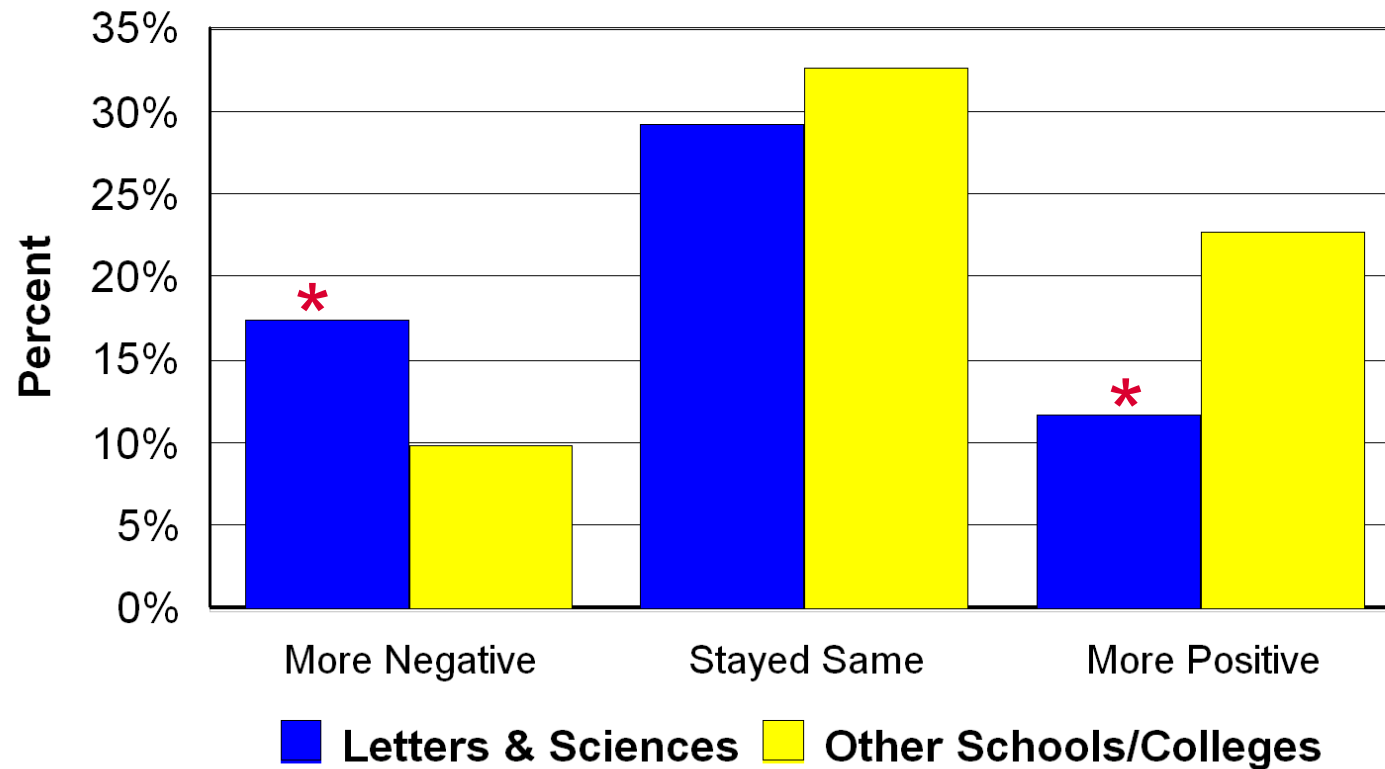
## Climate Change in Department: Responses of Faculty of Color



## Climate Change on Campus: For Women Staff on Campus



## Climate Change on Campus: For Staff of Color on Campus



## Climate Change on Campus: UW-Madison Campus Overall

