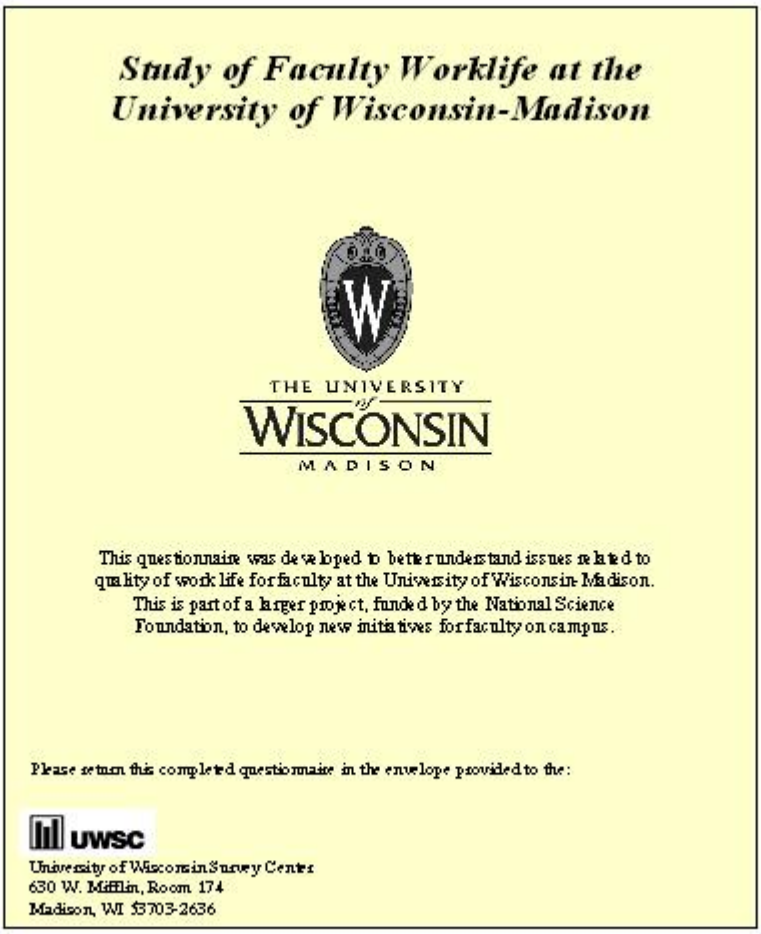
WISELI
Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison

Results from the 2003 *Study of Faculty Worklife at UW-Madison*



Study of Faculty Worklife at the University of Wisconsin-Madison

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:

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

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Section 1: Survey Implementation Notes

The Study of Faculty Worklife at UW-Madison survey of faculty was originally conceived as a survey of men and women faculty in biological and physical sciences at UW-Madison. It was to serve as a "baseline" from which to evaluate the success of initiatives implemented by WISELI. The survey was designed around findings from in-depth interviews with women faculty in the sciences and engineering at UW-Madison. Both broad topic areas as well as individual items were developed based on these data, see http://wiseli.engr.wisc.edu/interviews.php for more information. Some items were taken from previous climate surveys implemented at UW-Madison and nationally; we reviewed climate surveys from the University of Michigan, Purdue University, Johns Hopkins University, and the American Association of University Professors, as well as literature such as Riger, Stokes, Raja and Sullivan[1] and McIlwee and Robinson[2]. Finally, items in the "Diversity Issues at UW-Madison" section were developed in order to test a theory of organizational change outlined in Carnes, Handelsman and Sheridan (2005)[3]. Once the survey was drafted, various groups including the WISELI Leadership Team, Provost's Office staff, the chair of the Campus Diversity Oversight Committee, and others reviewed the questionnaire and offered feedback. The University of Wisconsin Survey Center (UWSC) also did a short pilot of the instrument prior to implementation.

Prior to implementing the survey, WISELI directors visited many leadership groups across campus, including the Deans' Council and the meetings of Department Chairs within the schools and colleges housing the STEM disciplines. At these meetings, the WISELI directors informed the Chancellor, Provost, Deans, and Department Chairs about the upcoming survey. These meetings altered the implementation of the survey in the following ways:

1. The School of Veterinary Medicine (SVM) refused to participate unless all clinical faculty from SVM were included in the survey. Thus, the final sample includes not only tenured and tenure-track faculty at UW-Madison, but also clinical faculty from the SVM.
2. The Office of the Provost determined that all faculty at UW-Madison should be surveyed, not only the faculty in biological and physical science departments. The Provost supplemented the costs of the survey in order to achieve this.
3. The Provost, Deans and Chairs all agreed to encourage faculty to fill out and return the survey once it was in the field.

This survey has been approved by the University of Wisconsin-Madison Internal Review Board (IRB) (#06-01-25). Other researchers wishing to use the data for research purposes must have their study IRB-approved, and must agree to work with an extract of data provided by WISELI with as much identifying information removed as possible. Data from this study are always reported in aggregate, *above the department level*, to avoid identification of individual respondents.

The UWSC implemented the survey and entered the data into an electronic database. The survey was mailed to faculty homes beginning in February, 2003. A reminder postcard, a reminder email, plus two more full mailings ensured maximum response. The survey was finally closed in May of 2003. Using these methods, we achieved an overall response rate for the survey of 60.2%.

[1] Riger, Stephanie; Joseph Stokes; Sheela Raja; and Megan Sullivan. 1997. "Measuring Perceptions of the Work Environment for Female Faculty." *The Review of Higher Education* 21(1):63-78.
[2] McIlwee, Judith Samson and J. Gregg Robinson. 1992. *Women in Engineering Gender, Power, and Workplace Culture*. SUNY Series in Science, Technology, and Society. Albany: State University of New York Press.
[3] Carnes, Molly, Jo Handelsman, and Jennifer Sheridan. "Diversity in Academic Medicine: The Stages of Change Model." *Journal of Women's Health* 14, no. 6 (2005): 471-75.

Section 2: Overall Distributions

Study of Faculty Worklife at the University of Wisconsin-Madison

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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*.

63.4% a. Assistant Professor
8.9% b. Associate Professor
13.5% c. Professor

→ 1b. In what year were you hired? Median: 1989 Range: 1954-2003 *Go to question 3*

13.5% d. Other →

2a. What position were you first hired into? Top Response: Instructional Acad. Staff
2b. What year were you hired? Median: 1983 Range: 1957-2002
2c. What year did you become faculty? Median: 1989 Range: 1959-2003

3. Were you recruited to apply for a position at UW-Madison? 49.3% a. Yes 49.0% 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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I was satisfied with the hiring process overall.	50.2 %	37.1 %	7.7 %	2.5 %	1.0%
b. The department did its best to obtain resources for me.	39.8 %	33.8 %	15.2 %	6.7 %	2.4%
c. Faculty in the department made an effort to meet me.	53.1 %	30.3 %	9.4 %	2.6 %	2.6%
d. My interactions with the search committee were positive.	56.8 %	24.9 %	3.8 %	0.5 %	11.4%
e. I received advice from a colleague/mentor on the hiring process.	33.4 %	23.6 %	16.4 %	15.4 %	8.6%
f. I negotiated successfully for what I needed.	22.9 %	36.7 %	22.5 %	10.6 %	5.1%
g. I was naïve about the negotiation process.	30.9 %	32.0 %	19.3 %	13.0 %	3.0%
h. I was pleased with my start up package.	27.1 %	40.1 %	15.6 %	8.3 %	7.0%

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

51.4% a. Prestige of university
38.2% b. Prestige of department/unit/lab
30.8% c. Geographic location
14.1% d. Opportunities available for spouse/partner
41.7% e. Research opportunities
4.5% f. Community resources and organizations
9.7% g. Quality of public schools
10.7% h. Teaching opportunities
23.8% i. Support for research
13.2% j. Salary and benefits
28.3% k. Colleagues in department/unit/lab
12.6% l. Climate of department/unit/lab
1.0% m. Climate for women
0.4% n. Climate for faculty of color
8.3% o. Quality of students
11.5% p. Other, please explain: Top Response: Only Offer

6. What factors, if any, made you hesitate about accepting a position at UW-Madison? Top 3 Responses: (1) Low Salary; (2) Geographic Location; (3) Weather

The Tenure Process at UW

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

83.5 % a. Yes ↓ 16.5 % b. No → *Go to question 13*

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

73.9 % a. Yes ↓ 26.5 % b. No → 8b.What year do you expect to become an associate professor? 2006

8c. What year did you become an associate professor? 1988

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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am/was satisfied with the tenure/promotional process overall.	28.7 %	31.8 %	10.2 %	7.0 %	18.6%
b. I understand/understood the criteria for achieving tenure/promotion.	38.8 %	30.0 %	9.6 %	2.5 %	18.3%
c. I receive/d feedback on my progress toward tenure/promotion.	29.1 %	30.4 %	11.8 %	5.5 %	18.5%
d. I feel/felt supported in my advancement to tenure/promotion.	36.6 %	26.4 %	9.4 %	5.8 %	19.1%
e. I receive/d reduced responsibilities so that I could build my research program.	15.2 %	24.3 %	16.1 %	20.6 %	18.5 %
f. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	18.6 %	20.6 %	14.3 %	19.0 %	18.5 %
g. My senior advisor/mentor committee is/was very helpful to me in working toward tenure/promotion.	20.8 %	22.7 %	13.9 %	11.7 %	18.6 %
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.	28.3 %	26.5 %	13.8 %	7.9 %	18.7 %

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

11.3 % a. Yes ↓ 68.0 % b. No → *Go to question 12* 16.9 % 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? *Please circle one number on a scale of 1 to 4.*				11c. What reduced responsibilities were you granted, if any?
First Time	Top 3: (1) childbirth, (2) lab not ready, (3) major illness.	Extremely Supportive 40.6 %	Generally Supportive 29.4 %	Generally Unsupportive 7.2 %	Extremely Unsupportive 5.6 %	Top 3: (1) none, (2) teaching relief or help, (3) took unpaid leave
Second Time	Top 2: (1) childbirth, (2) illness in family	Extremely Supportive 5.0 %	Generally Supportive 3.9 %	Generally Unsupportive 1.1 %	Extremely Unsupportive 1.1 %	Top 2: (1) none, (2) teaching relief or help

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

4.6 % a. Yes ↓ 76.9 % b. No → *Go to question 13*

12b. Please explain: Top responses: (1) confusing question, (2) didn't know I could, (3) counseled not to.

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 (mean)	% of time would prefer to spend (mean)
a. Research	__32.0___%	__41.3___%
b. Teaching	__29.4___%	__24.5___%
c. Advising students	__ 9.2___%	__ 7.9___%
d. Service	__11.8___%	__ 7.5___%
e. Administrative	__18.5___%	__ 9.0___%
f. Clinical	__30.7___%	__22.8___%
g. Mentoring	__ 6.4___%	__ 6.3___%
h. Extension	__26.3___%	__22.3___%
i. Outreach	__ 7.3___%	__ 7.0___%
j. Other _____	__13.0___%	__ 8.4___%
TOTAL	100 %	100 %

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

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I have the equipment and supplies I need to adequately conduct my research.	35.7 %	40.3 %	13.5 %	5.6 %	3.5 %
b. I receive regular maintenance/upgrades of my equipment.	15.6 %	29.8 %	21.2 %	21.3 %	10.4%
c. I would like to receive more department travel funds than I do.	42.2 %	23.2 %	14.1 %	10.4 %	8.4 %
d. I have sufficient office space.	49.0 %	26.2 %	12.7 %	9.6 %	1.0 %
e. I have sufficient laboratory space.	18.2 %	15.8 %	10.3 %	9.6 %	44.5%
f. I have sufficient space for housing research animals.	5.8 %	6.4 %	2.3 %	2.5 %	80.2%
g. I receive enough internal funding to conduct my research.	13.1 %	24.8 %	24.4 %	26.5 %	9.3 %
h. I receive the amount of technical/computer support I need.	27.5 %	39.1 %	19.5 %	11.0 %	1.6 %
i. I have enough office support.	23.4 %	35.1 %	22.5 %	15.0 %	1.9 %
j. I have colleagues on campus who do similar research.	36.7 %	36.3 %	15.1 %	7.2 %	3.1 %
k. I have colleagues or peers who give me career advice or guidance when I need it.	29.7 %	34.5 %	16.3 %	11.2 %	7.0 %
l. I have sufficient teaching support (including T.A.s).	15.8 %	28.3 %	21.6 %	17.9 %	15.3%
m. I have sufficient clinical support.	3.0 %	5.8 %	3.3 %	2.5 %	83.3%

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?	55.3 %	43.1 %	60.5 %	34.4 %
b. Outside your department, but on the UW-Madison campus?	55.1 %	43.3 %	55.6 %	39.2 %
c. Off the UW-Madison campus?	70.6 %	27.7 %	73.8 %	21.2 %

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	26.4 %	55.7 %	10.7 %	69.0 %	17.2 %
b. Salaries	43.4 %	46.2 %	17.4 %	69.3 %	9.8 %
c. Promotion	53.4 %	41.1 %	25.3 %	66.7 %	4.8 %
d. Faculty search	71.5 %	26.0 %	34.8 %	60.6 %	1.8 %
e. Curriculum (graduate and/or undergraduate)	61.0 %	34.8 %	24.5 %	69.0 %	3.5 %
f. Graduate admissions	56.5 %	37.9 %	23.4 %	68.0 %	4.9 %
g. Diversity committees	17.5 %	62.2 %	6.1 %	70.8 %	19.5 %

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	4.9 %	94.0 %	12.5 %	84.1 %
b. Department Chair	7.5 %	91.6 %	15.5 %	81.2 %
c. Assistant or Associate Dean	2.2 %	96.9 %	3.1 %	93.6 %
d. Dean	0.4 %	98.7 %	0.3 %	96.4 %
e. Director of center/institute	11.4 %	87.7 %	13.5 %	83.1 %
f. Section/area head	13.5 %	85.6 %	18.8 %	77.7 %
g. Principal Investigator on a research grant	64.1 %	35.1 %	69.4 %	27.4 %
h. Principal Investigator on an educational grant	14.0 %	85.2 %	20.3 %	76.5 %
i. Other, please explain: _____	4.7 %	93.4 %	4.0 %	91.9 %

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?	33.1 %	66.3 %
b. President or high-level leadership position in a service organization (including community service)?	20.9 %	78.4 %
c. Chair of a major committee in a professional organization or association?	45.4 %	54.0 %
d. Editor of a journal?	28.4 %	70.9 %
e. Member of a national commission or panel?	44.9 %	54.4 %

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)?

36.3 % a. Yes ↓

61.6 % b. No → *Go to question 21*

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

54.9 % a. No → *Go to question 21*

38.1 % b. Yes ↓

20b. What are the barriers?

Top 3: (1) Could not maintain research program; (2) Current workload (too high); (3) Personal qualities (age, sex, ethnicity, etc.)

If you have an appointment in more than one department or unit, please answer questions 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?

Circle one number on a scale of 1 to 4 for each statement.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I am treated with respect by colleagues.	62.5 %	28.9 %	6.2 %	2.3 %
b. I am treated with respect by students.	70.3 %	25.9 %	3.0 %	0.8 %
c. I am treated with respect by staff.	76.8 %	20.1 %	2.6 %	0.6 %
d. I am treated with respect by my department chair.	70.6 %	20.0 %	5.7 %	3.7 %
e. I feel excluded from an informal network in my department.	9.9 %	22.0 %	24.4 %	43.7 %
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	11.6 %	24.3 %	23.7 %	40.5 %
g. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	42.0 %	39.7 %	12.5 %	5.9 %
h. In my department, I feel that my research is considered mainstream.	27.8 %	33.7 %	24.2 %	14.3 %
i. I feel that my colleagues value my research.	35.0 %	42.2 %	16.0 %	6.8 %
j. I do a great deal of work that is not formally recognized by my department.	30.3 %	32.6 %	24.7 %	12.4 %
k. I feel like I "fit" in my department.	42.0 %	32.7 %	17.5 %	7.8 %
l. I feel isolated in my department.	8.8 %	20.2 %	21.4 %	49.6 %
m. I feel isolated on the UW campus overall.	5.8 %	18.0 %	24.8 %	51.5 %

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

Circle one number on a scale of 1 to 4 for each statement.	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.	43.8 %	31.0 %	17.0 %	8.2 %
b. I have a voice in how resources are allocated.	32.9 %	32.8 %	21.7 %	12.6 %
c. Meetings allow for all participants to share their views.	53.5 %	32.4 %	9.5 %	4.6 %
d. Committee assignments are rotated fairly to allow for participation of all faculty.	35.0 %	39.9 %	15.4 %	9.8 %
e. My department chair involves me in decision-making.	40.3 %	34.8 %	16.4 %	8.5 %

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
41.8 %	39.8 %	9.6 %	2.4 %

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
48.0 %	37.3 %	12.3 %	2.5 %

25. What factors contribute most to your satisfaction at UW-Madison? Top 3 answers: 1) Department factors-Colleagues; 2) Department factors-Research (atmosphere/opportunities/success); 3) University factors-Quality of students

26. What factors detract most from your satisfaction at UW-Madison? Top 3 answers: 1) Salary; 2) Resources – Facilities/space; 3) Interactions/communication - Isolation

27. Have you ever considered leaving UW-Madison?

76.2 % a. Yes ↓ 23.9% b. No → *Go to question 30*

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

Not very seriously	Somewhat seriously	Quite Seriously	Very seriously
12.5 %	40.5 %	19.0 %	28.0 %

29. What factors contributed to your consideration to leave UW-Madison? Top 3 answers: 1) Employment factors - Low salary; 2) Had other offers; 3) Department factors – Climate of

UW-Madison Programs and Resources

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

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

	30. How valuable is each program*? Please rate on a scale of 1 to 4 (whether or not you have used it).*					31. Have you ever used this program?	
	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Suspension of the tenure clock	12.4%	40.3%	23.7%	19.2%	4.4%	10.1%	89.9%
b. Dual Career Hiring Program	30.8%	31.2%	18.9%	14.1%	5.0%	10.9%	89.1%
c. Provost's Strategic Hiring Initiative	28.3%	22.4%	21.3%	19.8%	8.2%	9.9%	90.1%
d. Anna Julia Cooper Fellowships	82.1%	9.3%	4.4%	2.5%	1.7%	2.1%	97.9%
e. Inter-Institutional Linkage Program	87.0%	2.8%	3.5%	4.3%	2.3%	1.9%	98.2%
f. Split Appointments	23.6%	20.9%	23.3%	26.4%	5.8%	11.9%	88.1%
g. Family Leave	14.7%	46.4%	24.6%	12.1%	2.2%	5.5%	94.5%
h. Ombuds for Faculty	64.2%	11.1%	10.0%	10.7%	4.1%	4.7%	95.3%
i. New Faculty Workshops	16.6%	26.6%	25.2%	28.1%	3.6%	29.5%	70.5%
j. Equity in Faculty Salaries Policy	26.3%	27.4%	20.0%	18.8%	7.5%	13.0%	87.0%
k. Women Faculty Mentoring Program	25.7%	29.2%	23.7%	17.4%	3.9%	16.2%	83.8%
l. Committee on Women	51.2%	16.8%	12.9%	14.5%	4.6%	3.0%	97.0%
m. Office of Campus Child Care	44.3%	23.8%	17.5%	10.7%	3.7%	5.5%	94.5%
n. Sexual Harassment Information Sessions	23.0%	17.9%	21.2%	28.1%	9.8%	16.6%	83.4%
o. Life Cycle Grant Program	87.9%	3.7%	2.7%	3.9%	1.8%	0.7%	99.4%
p. Women in Science and Engineering Leadership Institute (WISELI)	52.1%	15.1%	16.3%	12.7%	3.7%	4.5%	95.5%

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

23.2% Very Positive
27.4% Somewhat Positive
11.2% Somewhat Negative
4.8% Very Negative
33.4% Don't Know of Program

→ 32b. Please explain: Top 3 answers: 1) Positive--Necessary/fair; 2) Negative--Not well carried out; 3) Negative—Ignores salary inequities of men/other faculty

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*.

92.5 % Never 5.5 % 1 to 2 times 1.5 % 3 to 5 times 0.5 % More than 5 times

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

Circle one number on a scale of 1 to 4.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. Sexual harassment is taken seriously on campus.	52.8 %	29.5 %	3.9 %	1.1 %	12.9 %
b. Sexual harassment is a big problem on campus.	2.8 %	13.5 %	34.2 %	15.7 %	33.8 %
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	35.4 %	42.5 %	10.9 %	2.9 %	8.4 %
d. The process for resolving complaints about sexual harassment at UW-Madison is effective.	10.1 %	23.1 %	6.7 %	3.3 %	56.8 %

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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	20.9 %	38.5 %	25.8 %	13.5 %	1.4 %
b. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	13.2 %	19.2 %	20.9 %	42.9 %	1.9 %
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	12.3 %	24.8 %	28.1 %	29.8 %	2.8 %
d. Personal responsibilities and commitments have slowed down my career progression.	13.8 %	26.8 %	26.5 %	28.6 %	2.2 %

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

64.3 % a. Yes 32.3 % 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 (mean)	Year Child Entered Home (mean)	Child's Gender (mean)	Year child moved away (mean)
Child 1	1984	1985	☒Male ☐Female	1993
Child 2	1986	1986	☒Male ☐Female	1993
Child 3	1985	1986	☒Male ☐Female	1994
Child 4	1984	1985	☒Male ☐Female	1993
Child 5	1984	1987	☐Male ☒Female	1993

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

28.0 % a. Yes 69.1 % b. No → *Go to Question 42*

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

3.1% a. University of Wisconsin childcare center
5.2% b. Non-university childcare center
2.8% c. Childcare in the provider's home
4.1% d. In-home provider (nanny/babysitter in your home)
5.8% e. Family members (spouse/partner, grandparent, yourself, etc.)
6.1% f. After-school care
1.9% g. Child takes care of self
5.7% 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
45.9 %	36.0 %	5.7 %	3.2 %

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

Circle one number on a scale of 1 to 4.	High Priority 1	Quite a Priority 2	Somewhat a Priority 3	Not at all a Priority 4
a. Availability of campus childcare	34.3 %	10.3 %	8.1 %	37.8 %
b. Availability of infant/toddler care	34.3 %	12.4 %	5.3 %	38.2 %
c. Care for school aged children after school or during the summer	46.3 %	17.7 %	9.9 %	15.9 %
d. Childcare when your child is sick	37.1 %	14.1 %	19.1 %	19.1 %
e. Back-up or drop-in care when your usual childcare arrangements do not work	33.9 %	17.3 %	17.3 %	21.2 %
f. Childcare specifically designed for children with developmental delays or disabilities	9.2 %	11.0 %	9.5 %	60.1 %
g. Childcare when you are away at conferences and special events held elsewhere	20.9 %	16.3 %	20.5 %	31.5 %
h. Extended hour childcare when you must work evenings, nights, or weekends	18.4 %	13.4 %	16.3 %	41.7 %
i. Assistance in covering childcare costs	22.3 %	12.0 %	14.8 %	42.1 %
j. Assistance with referrals to non-university childcare situations	18.0 %	12.4 %	12.7 %	45.6 %
k. Other, please specify: _____	0.1 %	1.0 %	0.0 %	1.9 %

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

18.1 % a. Yes 80.0 % 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.*

57.1% a. 5 hours or less a week
14.2% b. 6-10 hours a week
10.5% c. 11-20 hours a week
1.9 % d. 21-30 hours a week
3.4 % 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?

Top 3: (1) Make more slots available at on-campus childcare centers; (2) Support family leave;

(3) This is my responsibility, not UW's responsibility

Spouse/Partner's Career

45. What is your current marital or cohabitation status?

77.4% a. I am married and live with my spouse ⟶ *Go to question 46*

4.4% b. I am not married, but live with a domestic partner (opposite or same sex) ⟶ *Go to question 46*

4.7% c. I am married or partnered, but we reside in different locations ⟶ *Go to question 46*

11.9% d. I am single (am not married and am not partnered) ⟶ *Go to question 49*

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

Check one for each.	Full-time	Part-time	Not employed	Retired
a. Spouse/partner's current employment status	48.6 %	25.1 %	18.2 %	5.8 %
b. Spouse/partner's preferred employment status	43.4 %	28.7 %	10.4 %	5.3 %

47. Does your partner or spouse work at UW-Madison? 33.2% a. Yes 64.1% b. No

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

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	26.7 %	30.5 %	15.4 %	9.0 %	4.4 %
b. I have seriously considered leaving UW-Madison in order to enhance my spouse/partner's career opportunities.	12.3 %	13.9 %	14.0 %	41.1 %	4.9 %
c. My partner/spouse and I are staying in Madison because of my job.	33.3 %	22.5 %	9.8 %	12.9 %	7.3 %
d. My spouse/partner and I have seriously considered leaving Madison to enhance both our career opportunities.	12.3 %	16.5 %	17.5 %	33.3 %	6.1 %

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

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	26.9 %	45.4 %	13.7 %	5.4 %	6.4%	0.6%
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	6.9 %	28.1 %	33.3 %	18.5 %	10.5%	0.8%
c. Department meetings frequently occur early in the morning or late in the day.	25.9 %	15.9 %	19.1 %	35.4 %	0.6%	1.2%
d. The department knows the options available for faculty who have a new baby.	28.9 %	25.0 %	9.8 %	5.1 %	27.9%	1.1%
e. The department is supportive of family leave.	30.7 %	24.6 %	7.5 %	3.5 %	30.0%	1.4%
f. Faculty who have children are considered to be less committed to their careers.	4.8 %	13.6 %	22.0 %	47.2 %	9.5%	0.8%

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
38.6 %	34.0 %	15.0 %	5.3 %	0.9 %

51. How often do you feel:

Circle one number on a scale of 1 to 5 for each item.	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	31.2 %	40.3 %	20.2 %	4.1 %	1.1 %
b. Fatigued	18.0 %	27.5 %	34.0 %	13.0 %	4.1 %
c. Stressed	21.2 %	28.5 %	30.5 %	13.4 %	3.4 %
d. Nervous	5.2 %	12.5 %	23.9 %	29.2 %	25.8 %
e. Depressed	3.6 %	7.5 %	20.9 %	29.0 %	36.0 %
f. Short-tempered	2.5 %	7.9 %	26.2 %	34.4 %	25.6 %
g. Well-rested	4.4 %	25.4 %	33.6 %	17.7 %	15.8 %
h. Physically fit	18.5 %	34.2 %	27.2 %	9.7 %	7.5 %

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

9.3 % a. Yes 88.6 % b. No ⟶ *Go to Question 54*

↓

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

(Circle one number on a scale of 1 to 4 for each statement).	Very 1	Quite 2	Somewhat 3	Not at all 4
a. Your primary department?	36.2 %	15.1 %	19.1 %	7.2 %
b. UW-Madison?	30.3 %	17.1 %	17.1 %	7.9 %

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?

Circle one number on a scale of 1 to 4.	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.	23.6 %	25.1 %	22.0 %	26.5 %	2.8 %
b. My department has identified ways to recruit women faculty.	24.0 %	32.9 %	18.1 %	10.7 %	14.4 %
c. My department has actively recruited women faculty.	44.2 %	30.8 %	10.9 %	6.4 %	7.8 %
d. The climate for women in my department is good.	43.3 %	37.1 %	10.1 %	4.3 %	5.2 %
e. My department has identified ways to enhance the climate for women.	17.4 %	30.1 %	19.2 %	8.8 %	24.6 %
f. My department has taken steps to enhance the climate for women.	17.8 %	31.0 %	17.8 %	9.2 %	24.3 %
g. My department has too few women faculty in leadership positions.	19.8 %	21.2 %	27.0 %	28.6 %	3.4 %
h. My department has identified ways to move women into leadership positions.	17.8 %	26.3 %	19.7 %	10.6 %	25.6 %
i. My department has made an effort to promote women into leadership positions.	23.6 %	30.4 %	16.0 %	20.4 %	20.4 %

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?

Circle one number on a scale of 1 to 4.	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.	51.0 %	25.8 %	11.1 %	8.2 %	3.9 %
b. My department has identified ways to recruit faculty of color.	12.3 %	25.5 %	22.4 %	20.3 %	19.4 %
c. My department has actively recruited faculty of color.	24.8 %	27.1 %	16.0 %	17.0 %	15.1 %
d. The climate for faculty of color in my department is good.	25.3 %	28.9 %	12.7 %	6.5 %	26.7 %
e. My department has identified ways to enhance the climate for faculty of color.	9.6 %	19.0 %	20.5 %	12.9 %	38.1 %
f. My department has taken steps to enhance the climate for faculty of color.	9.7 %	18.2 %	19.1 %	13.4 %	39.7 %
g. My department has too few faculty of color in leadership positions.	39.2 %	23.0 %	14.7 %	10.6 %	12.5 %
h. My department has identified ways to move faculty of color into leadership positions.	8.3 %	14.8 %	19.6 %	17.5 %	39.8 %
i. My department has made an effort to promote faculty of color into leadership positions.	10.4 %	17.5 %	15.4 %	17.4 %	39.2 %

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? 68.5 % a. Male 29.7 % b. Female

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

2.5 % a. Southeast Asian
3.8 % b. Other Asian/Pacific Islander
2.5 % c. Black/African American, not of Hispanic origin
2.6 % d. Hispanic
0.8 % e. Native American (American Indian or Alaskan Native)
84.4% f. White, not of Hispanic origin
2.8 % g. Other, please explain: _____

58. What is your sexual orientation? 92.2 % a. Heterosexual 2.4 % b. Gay/Lesbian 1/1 % c. Bisexual

59. Are you a U.S. citizen? 87.8 % a. Yes 10.5 % b. No

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

85.1% a. Ph.D.
7.7% b. M.D.
3.4% c. D.V.M.
1.9% d. J.D.
31.8% e. M.A./M.S.
9.2% f. Other, please list: _____

60b. Year earned highest degree: 1983

60c. Institution granting highest degree: Top 3: (1) UW-Madison; (2) UC-Berkeley; (3) Michigan.

61. Which department/unit did you have in mind when completing this survey? (Not revealed)

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

Check NA if not applicable.	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	8.7 %	4.7 %	25.5 %	17.5 %	26.4 %	15.6 %	0.0 %
Father	9.3 %	5.6 %	16.7 %	10.7 %	23.2 %	32.9 %	0.1 %

THANK YOU for your time!

Section 3: Detailed Results by Topic

Section 3: Detailed Results by Topic

A. Response Rates

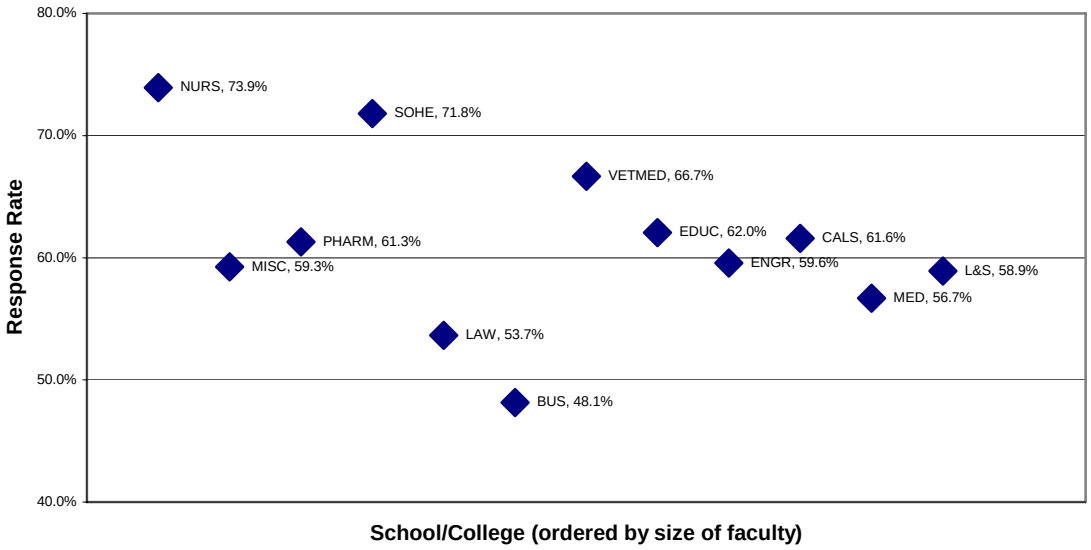
This section reports and comments on the response rates to the survey.

Response Rates Summary

The *Study of Faculty Worklife at the UW-Madison* survey instrument was distributed to all tenured and tenure-track faculty at UW-Madison (N=2,184), along with all clinical faculty in the School of Veterinary Medicine (N=37) in February 2003. Overall, response to the survey was strong with 60.2% of faculty returning their questionnaires, for a final sample size of N=1,338. This response rate was relatively consistent across faculty demographic groups, though several notable variations were observed. It is important to take the following variations into account when interpreting the survey results:

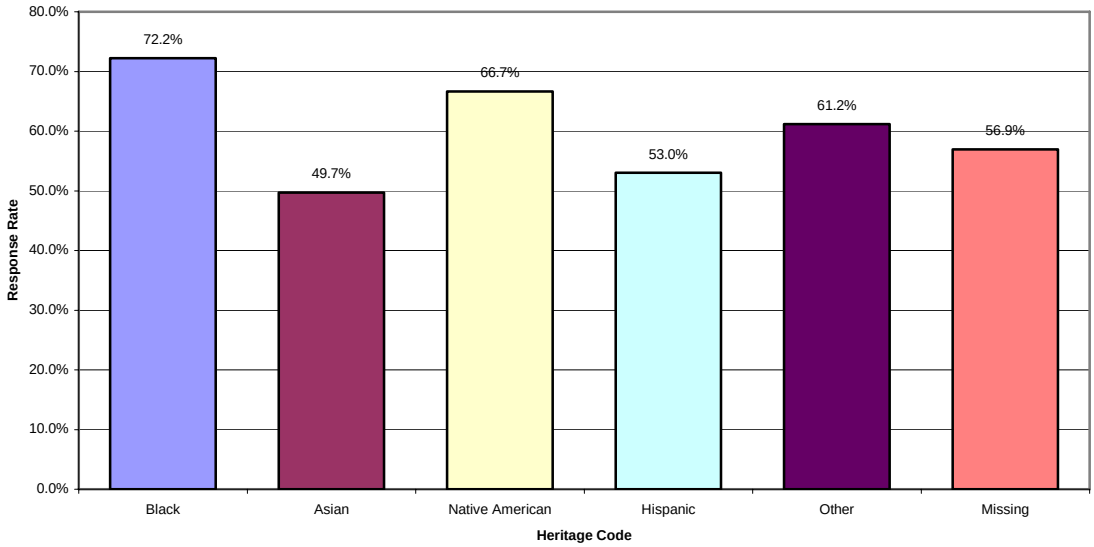
- Women faculty were more likely than men faculty to respond (68.6% vs. 57.1%).
- The greatest variation in response rates can be observed across schools and colleges; for example, 73.9% of sampled faculty from the School of Nursing responded whereas 48.1% in the Business School responded (Figure 1). Men in the Business and the Law Schools had particularly low response rates.

Figure 1. Response Rates by School/College



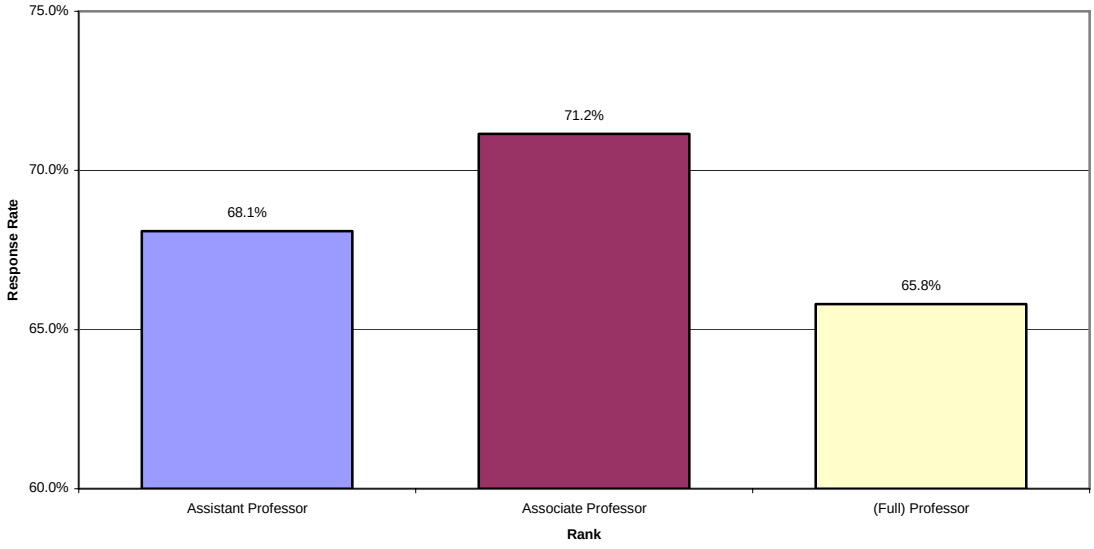
- Response rates varied across racial/ethnic groups; Black and Native American faculty were somewhat more likely to respond while Hispanic and Asian faculty were less likely to respond (Figure 2).

Figure 2. Response Rates by Heritage Code



- Women faculty's response rates varied by rank, with associate women professors especially likely to respond and full women professors least likely to respond (Figure 3).

Figure 3. Response Rates for Women Faculty, by Rank



- The response rates of male and female faculty of color differed markedly; male faculty of color were less likely to respond compared to their majority counterparts, while female faculty of color were more likely to respond compared

to white women faculty (or women faculty with missing race/ethnicity data) (Figure 4).

Figure 4. Response Rates, by Gender and Heritage Code

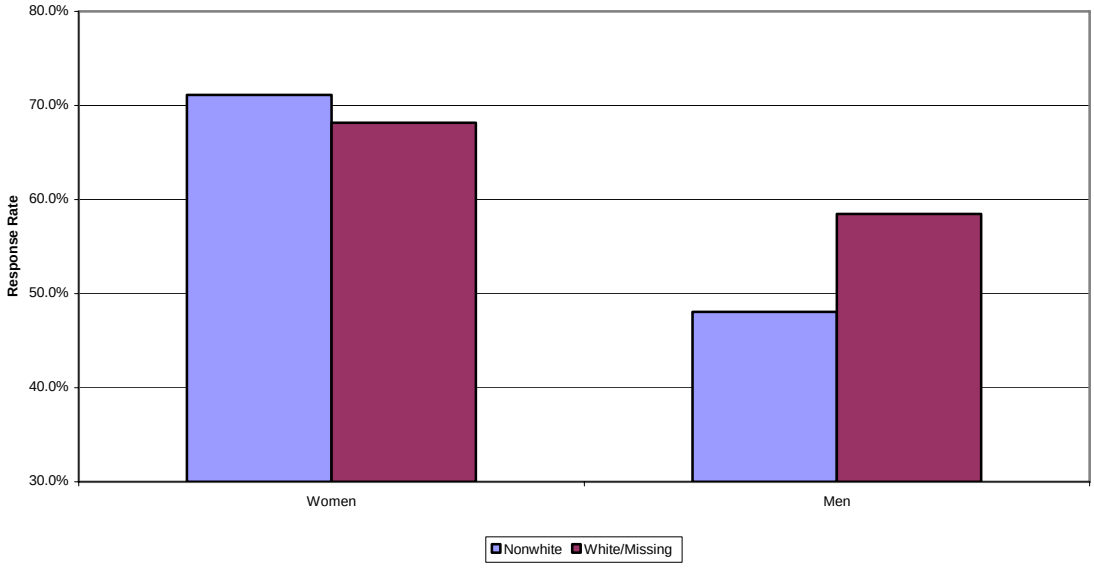


Table RR1. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*

	Tenure-Track Faculty			Clinical Faculty (VETMED only)			Full Sample		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Surveys Mailed	1,650	566	2,216	16	22	38	1,666	588	2,254
Ineligible Respondents	27	5	32	1	0	1	28	5	33
Completed Surveys Returned*	927	385	1,314	9	15	24	936	400	1,338
Response Rate	57.1%	68.6%	60.2%	60.0%	68.2%	64.9%	57.1%	68.6%	60.2%

* Two respondents removed their Case IDs and did not report gender, so they could not be assigned in this table.

Table RR3. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Women

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	112	66.3%	57	33.7%
Physical Sciences	32	68.1%	15	31.9%
Social Studies	135	68.9%	61	31.1%
Humanities	115	67.6%	55	32.4%
Division (Departmental)*				
Biological Sciences	120	66.3%	61	33.7%
Physical Sciences	32	68.1%	15	31.9%
Social Studies	142	69.3%	63	30.7%
Humanities	101	67.3%	49	32.7%
School/College*				
BUS, LAW, MISC, NURS, SOHE	62	71.3%	25	28.7%
CALS	39	70.9%	16	29.1%
EDUC	34	65.4%	18	34.6%
ENGR, PHARM, VETMED	39	70.9%	16	29.1%
L&S	170	66.1%	87	33.9%
MED	51	66.2%	26	33.8%
Science Department*				
Science	143	66.5%	72	33.5%
Non-Science	251	68.4%	116	31.6%
Rank				
Assistant Professor	143	68.1%	67	31.9%
Associate Professor	74	71.2%	30	28.8%
Professor	177	65.8%	92	34.2%
Tenured				
No	143	68.1%	67	31.9%
Yes	257	68.9%	116	31.1%
Race/Ethnicity				
Nonwhite	64	71.1%	26	28.9%
White/Missing	336	68.2%	157	31.8%
Citizenship				
U.S. Citizen	372	68.9%	168	31.1%
Not U.S. Citizen	26	60.5%	17	39.5%
Department Chair				
Yes	16	84.2%	3	15.8%
No	384	68.1%	180	31.9%

* See Appendix 2 for definitions.

Table RR4. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Men

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	306	54.5%	255	45.5%
Physical Sciences	261	58.1%	188	41.9%
Social Studies	226	59.0%	157	41.0%
Humanities	132	54.1%	112	45.9%
Division (Departmental)*				
Biological Sciences	341	55.7%	271	44.3%
Physical Sciences	235	57.2%	176	42.8%
Social Studies	219	58.1%	158	41.9%
Humanities	130	54.6%	108	45.4%
School/College*				
BUS, LAW, MISC, SOHE	60	48.4%	64	51.6%
CALS	155	59.6%	105	40.4%
EDUC	51	60.0%	34	40.0%
ENGR, PHARM, VETMED	153	60.0%	102	40.0%
L&S	349	55.9%	275	44.1%
MED	157	54.1%	133	45.9%
Science Department*				
Science	561	56.3%	435	43.7%
Non-Science	364	56.8%	277	43.2%
Rank				
Assistant Professor	179	55.6%	143	44.4%
Associate Professor	134	53.6%	116	46.4%
Professor	609	57.1%	457	42.9%
Tenured				
No	179	55.6%	143	44.4%
Yes	757	57.5%	559	42.5%
Race/Ethnicity				
Nonwhite	100	48.1%	108	51.9%
White/Missing	836	58.5%	594	41.5%
Citizenship				
U.S. Citizen	847	57.8%	618	42.2%
Not U.S. Citizen	88	50.9%	85	49.1%
Department Chair				
Yes	63	63.0%	37	37.0%
No	873	56.8%	665	43.2%

* See Appendix 2 for definitions.

Section 3: Detailed Results by Topic

B. Hiring Process

Questions in this section aimed to identify factors that make UW-Madison attractive to job applicants, and aspects of the hiring process that may be experienced positively or negatively.

Hiring Process Summary

This section of the survey was originally designed to look for gender differences in the experience of the hiring process at UW-Madison for faculty. Although gender differences did emerge from the data, this is not the main story to be told from our survey. Rather, we have documented real differences in the hiring experience between Untenured and Tenured faculty, and between faculty in Humanities departments compared to faculty in other divisions.

How Faculty Entered the University

The majority of faculty (64.0%) were first hired at UW-Madison into an Assistant Professor position (Table H1.) Women are less likely than men (13.6% vs. 26.0%) to have their first position be Associate Professor or Professor; that is, men are more likely to be hired with tenure than are women faculty.

A sizeable minority of faculty (13.5%) at UW-Madison enter the University in some other position (e.g., Scientist, Research Fellow, Clinical Faculty) before entering the tenure-track. Women are much more likely than men to begin their UW careers in these positions (18.8% vs. 11.4%). Faculty in Science departments are more likely than those in non-Science departments to begin in these non-tenure-track jobs (15.5% vs. 11.1%); particularly those in the Biological Sciences.

As reported in Table H2, the mean year that survey respondents entered the tenure track is 1988. Women's mean is significantly later than men's (1992 for women, vs. 1987 for men overall); however, it is the tenured women who account for this difference. Within the untenured ranks, women were hired one year earlier than untenured men; this difference is significant at the $p<.05$ level. Faculty who are under-represented minorities (URMs), non-U.S. citizens, and cluster hires are similarly likely to have been hired later than majority, U.S. citizen, and non-cluster faculty, respectively.

We asked faculty whether they felt they had been "recruited" to apply for a position at UW-Madison; results are presented in Table H3. Half (50.1%) answered "yes", and half (49.9%) answered "no." Women were significantly less likely than men to feel they had been recruited to UW-Madison (41.1% of women answered "yes", vs. 54.2% of men), although this gender difference only emerged for tenured faculty; male and female untenured faculty were equally likely to feel they had been recruited to the UW (39.9% for untenured women, and 46.0% for untenured men.) Tenured faculty overall are much more likely to report being recruited to their UW-Madison positions than are untenured faculty (52.7% vs. 42.4%). This stems from the large numbers of professors recruited into tenured positions—when currently tenured faculty who began their UW-Madison careers as Assistant Professors are asked whether they were recruited, 46.2% say they were. This is not significantly different from the 42.4% of current Assistant Professors who say they were recruited. Faculty in Science departments (54.2% vs. 45.2%) are more likely to say they were recruited; Humanities faculty are significantly less likely than other faculty to report being recruited to their UW-Madison faculty positions. No differences in being "recruited" were reported between faculty of color and majority faculty, between U.S. citizens and non-citizens, and between cluster hires and other faculty.

Perceptions of UW-Madison during hiring process

We provided faculty respondents with a number of statements about their experience of the hiring process at UW-Madison, and asked them to indicate whether they "Agree Strongly", "Agree Somewhat", Disagree Somewhat", or "Disagree Strongly" with the statement. An "NA" category

was also supplied, which we coded as missing data. In the analysis that follows, we compare faculty who agreed with the statements with those who disagreed (either Strongly or Somewhat).

Three of the statements questioned whether the faculty member was satisfied with the actions of persons within the UW-Madison organization:

- The department did its best to obtain resources for me.
- Faculty in the department made an effort to meet me.
- My interactions with the search committee were positive.

Results are presented in Table H4. Most faculty (over 75%) agreed to each of these statements, and an overwhelming 95.0% of faculty were very pleased with their interactions with search committees. Women were slightly less enthusiastic about the actions of the UW during their hiring processes. They were less likely than men to agree that "the department did its best to obtain resources for me" (70.5% vs. 79.6%)—this difference remains even when tenure status is controlled. Women are also less likely to agree that "faculty in the department made an effort to meet me" (83.0% of women agreed, compared to 89.2% of men; however, this difference is only significant among the tenured women faculty.) Women and men were equally positive about their search committees, however. Faculty in Humanities departments were also less likely to agree with each one of these statements; however, this does not explain the gender differences reported above, as the gender differences remain even when departmental division is controlled. Tenured faculty agreed that departments made their best efforts to obtain resources for them much less often than untenured faculty (73.2% of tenured faculty agree, vs. 88.9% of untenured faculty.)

Some faculty were more positive than average about the actions of the UW-Madison towards them during the hiring process. Faculty who are not citizens of the U.S. were significantly more likely to agree that their departments did their best obtaining resources, and that department members made an effort to meet them, than other faculty. Faculty of color were more agreeable to the statement "the department did its best to obtain resources for me" than were majority faculty (85.2% vs. 76.2%), as were faculty in cluster hire positions (95.5% vs. 76.6%).

Hiring Process "Savvy"

Several of the statements we provided attempted to evaluate the extent to which faculty members knew enough to successfully navigate the hiring process. These statements include:

- I received advice from a colleague/mentor on the hiring process.
- I negotiated successfully for what I needed.
- I was naïve about the negotiation process.

As reported in Table H5, faculty who are tenured, and faculty in Humanities departments, were less-savvy about the hiring process—particularly the negotiations involved. Compared to untenured professors, tenured professors were significantly less likely to receive advice from a mentor (59.0% vs. 79.4%), or to negotiate successfully for what they needed (59.5% vs. 79.2%), and were significantly *more* likely to report being naïve about the negotiation process (68.5% vs. 58.1%). This pattern is repeated for faculty in Humanities departments. Other groups who might be disadvantaged when negotiating the hiring process include non-U.S. citizens, who report being naïve about the process significantly more than faculty who are citizens, and women faculty report being unable to negotiate successfully during the process more often than men, although this difference is only true for tenured faculty women; there is no difference in "savvy" for untenured men and women.

Some of the faculty who were more knowledgeable about the hiring process include: faculty in Physical and Biological Science departments were significantly more likely to report negotiating successfully for what they needed (70.6% vs. 57.3%); cluster hires also report successful negotiation more than other faculty. Faculty of color are more likely to have a mentor or colleague who gave advice during the process than are majority faculty (73.2% vs. 63.1%).

Overall Satisfaction with Hiring Process

Two questions were posed to ascertain the faculty member's overall satisfaction with the hiring process at UW-Madison:

- I was satisfied with the hiring process overall.
- I was pleased with my start up package.

Results in Table H6 show that 89.5% of faculty report agreeing (either Strongly or Somewhat) with the statement "I was satisfied with the hiring process overall", UW-Madison can perhaps congratulate itself on a job well-done. No significant differences were found between any demographic groups on overall satisfaction, except that tenured women faculty were more likely to disagree with the statement than tenured male faculty. For untenured faculty, there was no significant difference between men and women in their overall satisfaction.

Happiness with the start up package is likely to be a large component of overall satisfaction with the hiring process. Overall, 73.8% of faculty respondent reported they were pleased with their start up packages. Further illustrating their disadvantage in hiring, currently tenured faculty were less pleased with their start-ups compared to more newly-hired faculty (67.9% vs. 91.4%). Faculty in Physical Sciences tended to be significantly more pleased with their start up packages than other faculty, while those in Humanities departments were significantly less pleased than other faculty. Cluster hires were also very pleased with their start up packages, as 91.1% reported agreement with the statement. Finally, no gender differences, or differences by race/ethnicity or citizenship status, appeared in satisfaction with startup.

Positive Factors for Choosing a Faculty Position at UW-Madison

Of the many factors that influence the decision to take a job at UW-Madison, six responses emerged as most important for UW faculty; Table H7 report these data. First and most significantly, the *Prestige of university* was checked by 51.4% of faculty respondents as one of the top three reasons they chose to accept a position here. Tenured faculty are more likely to choose prestige of UW-Madison as a main factor compared to untenured faculty (53.3% vs. 45.7%) and science faculty are less likely to list the prestige of UW-Madison as a top reason for accepting a position here (48.0% vs. 55.2%).

The second highest factor for choosing UW-Madison is *Research opportunities*, with 41.9% of all faculty members listing it as a top-3 reason to come here. Women faculty are significantly less likely than male faculty to choose *Research opportunities* as a top-3 factor (35.4% vs. 44.9%), and this holds for both Untenured and Tenured faculty. Science faculty were significantly more likely to list *Research opportunities* as one of their top 3 reasons for accepting a position at UW-Madison compared to faculty in non-Science departments (50.6% vs. 31.3%).

38.3% of faculty respondents chose *Prestige of department/unit/lab* as one of their top three factors. Significantly *less* likely to list this among their top three factors are women faculty (31.9% vs. 40.9%) and faculty in biological and physical Science departments (34.2% vs. 43.5%), in particular, faculty in Biological Sciences (with only 27.1% choosing this as a top-3 factor). Untenured women faculty especially did not choose this factor as a reason for coming to the UW; rather, "support for research" was the third highest factor, and *Prestige of department/unit/lab*

slips to sixth place for this group. Significantly *more* likely to choose *Prestige of department/unit/lab* as a top reason for coming to UW-Madison are tenured faculty (40.7% vs. 30.9%).

The *Geographic location* of UW-Madison was listed as a top 3 reason for choosing to become a faculty member here by 30.7% of respondents. Faculty of color were significantly less likely to list this as a top reason for choosing to work here compared to majority faculty (17.9% vs. 32.3%), as were faculty who are not U.S. citizens compared to their U.S. citizen counterparts (13.6% vs. 32.8%).

Many respondents (28.3%) chose as a top reason for accepting a position here at UW-Madison *Colleagues in department/unit/lab*. Physical Scientists were especially likely to choose this as a top-3 factor for accepting a position here (34.3% vs. 26.7% for faculty in all other divisions.)

Finally, 23.8% of faculty respondents listed *Support for research* as one of the top 3 reasons they chose to accept a position at UW-Madison. Tenured professors are less likely to choose this factor (21.7% vs. 30.3% for untenured professors), and faculty who are not U.S. citizens are more likely to value *Support for research* as an important factor in their decision to accept a faculty position at UW-Madison (31.4% vs. 23.2%).

Not more than 15% of faculty chose any of the remaining factors as a top-3 factor for choosing UW-Madison. However, even among these lower-ranked factors some interesting group differences emerged. For example, *Opportunities available for spouse/partner* was chosen as a top factor by women significantly more often than men, but only for tenured women (no difference on this factor for untenured women and men.) Women (both tenured and untenured) more often chose to come to UW-Madison because of the *Teaching opportunities* compared to men, while faculty in Science departments listed *Teaching opportunities* as an important factor much *less* often than Social Science and Humanities faculty. Untenured faculty, also, did not choose *Teaching opportunities* as often as their tenured counterparts did. The *Quality of public schools* was chosen as a top-3 factor by untenured men significantly more often than it was chosen by untenured women, interestingly. *Salary and benefits* appears that it is becoming a more important factor than in the past, as current untenured faculty listed it as a top-3 option much more often than tenured faculty. Faculty of color also chose *Salary and benefits* as an important factor in their decision to come to UW-Madison more often, compared to majority faculty. Finally *Climate for women* was chosen more often by women faculty, but this is true only among the tenured ranks; untenured men and women considered *Climate for women* equally when deciding whether to accept their positions here at UW.

Overall, the top 3 factors chosen by all faculty were: *Prestige of the university* (51.4%); *Research opportunities* (41.9%); and *Prestige of department/unit/lab* (38.3%). *Prestige of the university* is almost always the overwhelming factor chosen by all faculty, regardless of demographic group. It is only faculty in Science departments who chose *Research Opportunities* more often than they chose *Prestige of the University* as a top-3 factor for accepting a job here. Untenured faculty more often chose *Geographic Location* as a top-3 factor, compared to other groups, and Cluster Hires more often chose *Colleagues in department/unit/lab* as a top-3 factor.

Summary: Hiring Process

Overall, most faculty respondents were satisfied with the hiring process at UW-Madison. Overwhelmingly, it was the prestige of UW-Madison as a whole that influenced their decisions to take the job, except for faculty in Biological and Physical science departments who more often chose the position because of the research opportunities here. Faculty members' experience of

the hiring process appears to have changed over time. Faculty who are tenured report having been significantly more naïve and alone during the hiring process than untenured faculty report. Untenured faculty also report having chosen to come to UW-Madison for slightly different reasons than did tenured faculty; specifically, untenured faculty list "geographic location" as one of the top three reasons for coming to UW-Madison; for tenured faculty, "geographic location" was a distant fourth.

Humanities faculty experience the hiring process much differently than do faculty in Physical, Biological, or Social Sciences—generally, they are less happy with how they are treated by institutional representatives during the hiring process, are more alone and naïve during negotiations, and are less likely to have been recruited to the UW. Surprisingly, despite these more negative experiences, Humanities faculty are as satisfied with the hiring process overall as are other faculty members at UW-Madison.

Finally, there do not appear to be major differences in the experience of the hiring process for under-represented groups in the faculty (in particular, women and under-represented minorities), especially when we look at the youngest cohorts to enter the University—untenured faculty. Reasons for choosing employment at UW-Madison vary slightly from the majority for these groups, but their experience of the process tends to be the same regardless of gender, or race/ethnicity. There was one significant finding that untenured women are less likely than untenured men to agree that "the department did its best to obtain resources for me", but at the same time there was no difference between women and men in their overall satisfaction with the hiring process—in particular with being pleased with their start up packages. Because no corrections for multiple comparisons were made in this report, we don't want to make too much of one significant coefficient. In considering the lack of differences between under-represented groups and majority faculty, one must also keep in mind that these results are for *successful* faculty hires—experiences of unsuccessful hires might vary markedly.

Table HP1. First Position at UW-Madison

	N	Assistant Professor		Tenured Professor**		Other***	
Total	1327	63.9%		22.5%		13.6%	
Women	399	67.7%		13.5%	*	18.8%	*
Men	926	62.3%		26.4%		11.3%	
Biological Science	454	63.2%		19.6%		17.2%	*
Physical Science	272	64.7%		22.4%		12.9%	
Social Studies	357	64.2%		26.9%	*	9.0%	*
Humanities	226	63.3%		22.1%		14.6%	
Science Department	708	63.8%		20.6%		15.5%	*
Non-Science Department	601	63.7%		25.0%		11.3%	
Faculty of Color	116	68.1%		24.1%		7.8%	*
Majority Faculty	1211	63.5%		22.4%		14.1%	
Non-U.S. Citizen	137	71.5%	*	16.8%		11.7%	
U.S. Citizen	1186	63.0%		23.3%		13.7%	

* Significant difference at $p < .05$.

** Associate Professor and Professor titles combined.

*** Other titles include Scientist, Professor (CHS), Clinical Professor, Adjunct Professor, etc.

Table HP2. Year Entered Tenure-Track Faculty at UW-Madison

	N	Year Mean	S.D.	
Total	1296	1988	10.7	
Women	387	1992	9.0	*
Men	907	1987	11.1	
Untenured	300	2000	1.9	*
Tenured	996	1985	9.7	
Cluster Hire	46	2001	1.0	*
Not Cluster Hire	1250	1988	10.6	
Biological Science	442	1989	10.2	
Physical Science	266	1987	11.7	
Social Studies	353	1989	10.2	
Humanities	222	1988	11.0	
Science Department	690	1988	10.8	
Non-Science Department	593	1989	10.5	
Faculty of Color	115	1992	8.4	*
Majority Faculty	1181	1988	10.8	
Non-U.S. Citizen	129	1995	8.5	*
U.S. Citizen	1165	1988	10.6	

* Significant difference at $p < .05$.

Table HP3. Recruited to Apply for Position at UW-Madison

	N	% Recruited	
Total	1316	50.2%	
Women	394	41.1%	*
Men	920	54.1%	
Untenured	312	42.3%	*
Tenured	1004	52.6%	
Cluster Hire	47	59.6%	
Not Cluster Hire	1269	49.8%	
Biological Science	452	54.4%	*
Physical Science	266	54.1%	
Social Studies	357	52.1%	
Humanities	224	33.9%	*
Science Department	700	53.9%	*
Non-Science Department	599	45.9%	
Faculty of Color	117	51.3%	
Majority Faculty	1199	50.0%	
Non-U.S. Citizen	138	52.9%	
U.S. Citizen	1174	49.9%	

* Significant difference at $p < .05$.

Table HP4. Perceptions of UW-Madison During Hiring Process

	N	The department did its best to obtain resources for me		Faculty in the department made an effort to meet me		My interactions with the search committee were positive	
Total	1276	77.1%		87.4%		95.0%	
Women	384	70.8%	*	82.8%	*	93.6%	
Men	896	79.8%		89.3%		95.5%	
Untenured	304	89.5%	*	88.8%		96.1%	
Tenured	972	73.3%		86.9%		94.6%	
Cluster Hire	45	95.5%	*	93.3%		91.1%	
Not Cluster Hire	1232	76.5%		87.2%		95.1%	
Biological Science	441	77.8%		87.7%		95.6%	
Physical Science	263	80.5%		89.0%		96.4%	
Social Studies	350	79.3%		90.0%		95.5%	
Humanities	218	69.6%	*	81.7%	*	91.5%	*
Science Department	679	78.9%		88.3%		95.9%	
Non-Science Department	587	75.5%		86.7%		94.0%	
Faculty of Color	115	82.5%		89.6%		95.1%	
Majority Faculty	1162	76.6%		87.2%		95.0%	
Non-U.S. Citizen	136	85.2%	*	93.4%	*	96.8%	
U.S. Citizen	1137	76.3%		86.6%		94.7%	

* Significant difference at $p < .05$.

Table HP5. Hiring Process "Savvy"

	N	I received advice from a colleague/mentor on the hiring process		I negotiated successfully for what I needed		I was naïve about the negotiation process	
Total	1273	64.1%		64.3%		66.0%	
Women	386	61.5%		60.0%	*	65.2%	
Men	885	65.3%		66.3%		66.3%	
Untenured	301	79.6%	*	79.3%	*	58.1%	*
Tenured	972	59.0%		59.6%		68.4%	
Cluster Hire	45	72.1%		91.1%	*	55.6%	
Not Cluster Hire	1228	63.8%		63.3%		66.4%	
Biological Science	439	65.6%		69.5%	*	62.4%	
Physical Science	255	67.1%		72.2%	*	69.4%	
Social Studies	347	66.6%		61.7%		62.8%	
Humanities	216	54.5%	*	49.8%	*	93.6%	*
Science Department	676	66.0%		70.6%	*	65.1%	
Non-Science Department	581	62.2%		57.6%		66.8%	
Faculty of Color	111	68.9%		63.9%		64.9%	
Majority Faculty	1162	63.6%		64.4%		66.1%	
Non-U.S. Citizen	132	65.1%		68.8%		75.0%	*
U.S. Citizen	1137	63.9%		63.8%		64.9%	

* Significant difference at $p < .05$.

Table HP6. Satisfaction with Hiring Process

	N	I was satisfied with the hiring process overall		I was pleased with my start up package	
Total	1304	89.5%		73.8%	
Women	389	84.3%	*	74.2%	
Men	913	91.7%		73.7%	
Untenured	305	92.1%		91.8%	*
Tenured	999	88.7%		67.8%	
Cluster Hire	45	88.9%		91.1%	*
Not Cluster Hire	1259	89.5%		73.2%	
Biological Science	446	89.0%		72.8%	
Physical Science	264	90.5%		79.7%	*
Social Studies	353	90.1%		76.1%	
Humanities	224	88.0%		66.8%	*
Science Department	692	89.9%		75.7%	
Non-Science Department	595	88.9%		72.0%	
Faculty of Color	117	92.3%		69.1%	
Majority Faculty	1187	89.2%		74.3%	
Non-U.S. Citizen	136	93.3%		79.4%	
U.S. Citizen	1136	89.1%		73.1%	

* Significant difference at $p < .05$.

Table HP7. Positive Factors for Choosing a Faculty Position at UW-Madison (Page 1)

	Total		Gender				Rank				Untenured, By Gender				Tenured, By Gender			
			Women		Men		Untenured		Tenured		Untenured Women		Untenured Men		Tenured Women		Tenured Men	
	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**
Prestige of university	1	51.4%	1	49.1%	1	52.3%	1	45.7%*	1	53.3%	1	42.6%	1	48.3%	1	53.7%	1	53.0%
Prestige of department/unit/lab	3	38.3%	3	31.8%*	3	41.1%	4	30.9%*	3	40.7%	6	24.8%*	3	35.6%	3	35.8%	3	42.3%
Geographic location	4	30.8%	4	29.6%	4	31.3%	3	31.5%	4	30.4%	4	31.9%	4	31.6%	4	28.0%	4	31.6%
Opportunities available for spouse/partner	7	14.2%	7	22.8%*	10	10.5%	8	17.6%	7	13.1%	7	22.0%	10	13.8%	5	23.4%*	11	9.5%
Research opportunities	2	41.8%	2	34.8%*	2	44.7%	2	39.8%	2	42.5%	2	34.0%*	2	45.4%	2	36.2%*	2	44.7%
Community resources and organizations	14	4.5%	14	6.0%	14	3.9%	14	3.4%	14	4.8%	13	5.7%	14	1.7%	14	6.2%	14	4.5%
Quality of public schools	12	9.7%	12	9.0%	11	10.1%	10	9.9%	13	7.3%	14	5.0%*	9	14.4%	11	11.3%	12	9.2%
Teaching opportunities	11	10.7%	8	14.8%*	12	9.0%	13	7.4%*	10	11.7%	10	11.4%*	13	4.0%	8	16.3%*	10	10.1%
Support for research	6	23.9%	5	26.3%	6	22.8%	5	30.3%*	6	21.7%	3	32.6%	5	29.3%	6	23.0%	6	21.5%
Salary and benefits	8	13.3%	11	12.3%	7	13.7%	7	18.5%*	11	11.6%	8	19.2%	7	19.0%	12	8.6%	7	12.7%
Colleagues in department/unit/lab	5	28.4%	6	25.3%	5	29.6%	6	29.9%	5	27.9%	5	29.1%	5	29.3%	6	23.0%	5	29.2%
Climate of department/unit/lab	9	12.7%	10	12.8%	8	12.6%	9	14.8%	9	12.0%	9	12.1%	8	16.7%	10	12.5%	9	11.9%
Climate for women	15	1.0%	15	2.8%*	16	0.2%	15	2.2%	15	0.6%	15	3.6%	15	1.2%	15	2.3%*	16	0.0%
Climate for faculty of color	16	0.0%	16	0.3%	15	0.4%	16	0.6%	16	0.3%	16	0.7%	16	0.6%	16	0.0%	15	0.4%
Quality of students	13	8.3%	13	7.8%	13	8.6%	11	9.0%	12	8.1%	12	9.9%	11	6.9%	13	6.6%	13	8.7%
Other	10	11.6%	9	12.6%	9	11.1%	12	8.1%*	8	12.7%	10	11.4%	12	5.8%	9	12.9%	8	12.6%

* Significant difference at $p < .05$.

** Percentages add up to over 100% because respondents could choose 3 categories.

Table HP7. Positive Factors for Choosing a Faculty Position at UW-Madison (Page 2)

	Departmental Division								Science Dept.				Faculty of Color		Non-U.S. Citizen	
	Biological Sci.		Physical Sci.		Social Sci.		Humanities		Science		Non-Science					
	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**
Prestige of university	2	49.2%	2	45.9%	1	55.7%*	1	54.4%	2	48.0%*	1	55.2%	1	59.8%	1	47.9%
Prestige of department/unit/lab	4	27.1%*	1	46.3%*	2	43.5%*	2	43.5%	3	34.2%*	2	43.5%	2	40.2%	3	45.0%
Geographic location	3	31.9%	5	32.1%	4	33.0%	5	23.0%*	4	32.0%	4	29.1%	7	17.9%*	8	13.6%*
Opportunities available for spouse/partner	7	15.8%	8	12.3%	8	13.9%	9	14.8%	7	14.5%	8	14.2%	8	13.4%	10	10.7%
Research opportunities	1	53.8%*	3	45.2%	3	34.9%*	3	25.7%*	1	50.6%*	3	31.3%	3	36.6%	2	45.7%
Community resources and organizations	14	5.2%	14	1.9%*	14	5.0%	14	5.2%	14	4.0%	14	5.1%	15	1.8%	14	4.3%
Quality of public schools	10	10.9%	13	6.3%*	9	11.1%	12	9.1%	12	9.2%	12	10.3%	9	11.6%	9	12.1%
Teaching opportunities	13	8.7%	12	7.8%	12	7.2%*	5	23.0%	13	8.4%*	9	13.4%	11	8.0%	10	10.7%
Support for research	6	25.2%	6	22.4%	6	25.2%	7	21.3%	6	24.1%	6	23.7%	4	29.5%	4	31.4%*
Salary and benefits	9	12.6%	11	10.1%	7	14.7%	8	16.1%	9	11.7%	7	15.2%	5	28.6%*	7	17.1%
Colleagues in department/unit/lab	5	25.6%	4	34.3%*	5	29.4%	4	24.8%	5	28.8%	5	27.6%	6	27.7%	5	25.7%
Climate of department/unit/lab	8	14.3%	7	13.8%	11	10.8%	11	10.9%	8	14.1%	11	10.8%	10	10.7%	6	18.6%
Climate for women	15	1.1%	15	0.8%	16	0.8%	15	1.3%	15	1.0%	15	1.0%	16	0.9%	15	1.4%
Climate for faculty of color	16	0.0%	16	0.0%	15	1.1%	16	0.4%	16	0.0%*	16	0.9%	14	3.6%	16	0.0%
Quality of students	12	8.9%	10	10.8%	13	5.5%*	13	8.7%	11	9.6%	13	6.8%	12	7.1%	12	7.9%
Other	10	10.9%	9	11.6%	9	11.1%	10	13.5%	10	11.1%	10	12.0%	12	7.1%	13	7.1%

* Significant difference at $p < .05$.

** Percentages add up to over 100% because respondents could choose 3 categories.

HP8. Other Important Factors Positively Influencing Decision to Accept a Position at UW-Madison (Full Codebook)

Location

Factor	N
Location	1
Already here	7
Close to family	11
Disliked geography of other job	1
Proximity to others of same religion	2
Proximity to synchrotron	2
Spouse liked location	4

Aspects of Madison

Factor	N
Cultural climate	1
Exciting place	1
Madison itself	3
Quality of community	3
Quality of life	8
Small town atmosphere	2

Good fit

Factor	N
Good fit with department	1
Good fit with intellectual culture	1
Good fit with type of position	11

Only offer/needed a job

Factor	N
Availability	5
Best offer	2
Limited job market	5
Needed a job	8
Only offer	14

Benefits

Factor	N
Clinical opportunities	1
Cluster initiative	1
Develop a new area	4
Extension opportunity	7
Interdisciplinary interactions	5
Long-range opportunities	2
Medical resources	1
Sabbatical opportunity	1
Start-up	2
Tenure/tenure process	4

Aspects of University

Factor	N
Campus layout	1
Intellectual climate	3
Political/activist reputation of University	2
Public institution	1
Quality of University	1

Specific units

Factor	N
Specific unit	6
Graduate program	2

Values of University

Factor	N
Balance of duties	1
Institutional pride	1
Nature of work	1
Program focus	1
Research value structure	2
Support for scientific education	1

Personal

Factor	N
Personal	2
Recreational	1

Climate for women

Factor	N
Climate for women	2

Disliked former job

Factor	N
Disliked former job	2

Other

Factor	N
Desire to do administrative work	1
Naivete	1
?	3

Highlighted entries are topics mentioned most often (top 3).

HP9. Factors Negatively Influencing Decision to Accept a Position at UW-Madison (Full Codebook) (N=812)

University Factors

Factor	N
University factors	6
Budgetary issues	20
Major research institution	11
Political climate	6
Prestige (lack of)	11
Quality of students	13
Low raises	2
Retirement system	3

Department Factors

Factor	N
Department factors	1
Chair	6
Climate of	30
Colleagues	21
Facilities	12
Few women in department	10
Lack of mentors	1
No sabbatical program	8
Personnel support (secretarial, PAs, tech)	6
Poor resources	15
Prestige (lack of)	7
Reputation (negative)	17
Research opportunities	8
Support for research area/expertise	36
Teaching load	20
Teaching assignments	1
Tenure & Promotion	31
Quality of	13
New department	4
High demands	15
Joint appointment	3
Location within school/college	4
Administrative structure	6
No direction/mission	3
Transfer of resources from other U.	0
Summer support (lack of)	1

Geographic Location

Factor	N
Geographic location	92
In Midwest	31
In Madison	9
Far from family & friends	16
Not "home" country	8

School/College Factors

Factor	N
School/college factors	1
Climate	1
Resources	0
Facilities (poor)	1
Few women	1
Reputation	1
Poor administration	1
Too many clinical responsibilities	1

Hiring Process (Negative)

Factor	N
Hiring process (negative)	6
Benefits	12
Length of position	3
Lost tenure	9
Low salary	131
Negative experience	17
Start up package	24
U. not helpful with spouse/partner	13
Visa situation	1
Leaving industry	1

Received PhD (or other degree) Here

Factor	N
Received PhD (or other degree) here	13

Weather

Factor	N
Weather	60

Had Other Offers

Factor	N
Had other offers	30

Climate

Factor	N
Climate	3
For women	20
For people of color	10
Lack of diversity	35

Liked/Had It Better Somewhere Else

Factor	N
Liked/had it better somewhere else	35

Family/Home Life

Factor	N
Family/home life	5
Opportunities available for spouse/partner	49
Work/life balance	8
Lack of avocational interest opportunities	4
Lack of domestic partner benefits	6
Spouse/partner dissatisfied	4

Madison

Factor	N
Too small, rural	18
Quality of schools	1
Community resources and organizations	3
Cost of living/property taxes	12
Isolated location	10

Only Offer, No Choice

Factor	N
Only offer, no choice	4

Parking

Factor	N
Parking	2

Unsure About Being a Professor

Factor	N
Unsure about being a professor	12
Different position than anticipated	3

Currently Unhappy Here

Factor	N
Currently unhappy here	5

Other/Miscellaneous

Factor	N
Other/miscellaneous	3
Moral qualms about primate research	1
Had not completed PhD	1
Starting over	1
Answer is unclear	9

Highlighted entries are topics mentioned most often (top 3).

Section 3: Detailed Results by Topic

C. Tenure Process

This section asked questions about some basic facts regarding faculty members' tenure experiences at the UW-Madison. We assessed satisfaction with the process overall and asked some specific questions about an important policy - tenure clock extension - implemented at the UW-Madison in 1994 to alleviate some of the concerns about trying to combine a family life with a faculty position.

Tenure Process Summary

Making it through the tenure process is an important milestone in the academic career. Previous studies have shown that men and women faculty experience the tenure process differently however; they have different access to information and mentor relationships; their achievements are valued differently; and family events such as childbearing in this early part of the career differentially impact women's chances for tenure.

In this section, we asked about some basic facts regarding the faculty members' tenure experience at the UW-Madison. We asked about satisfaction with the process overall. Finally, we asked some specific questions about an important policy, tenure clock extension, that was implemented at the UW-Madison in 1994 to alleviate some of the concerns about trying to combine a family life with the heavy demands of the pre-tenure probationary years as a faculty member.

The analyses that follow look primarily at those faculty respondents who were hired as assistant professors and experienced the traditional probationary period (normally six years), followed by a tenure review. Some faculty hired as associate or full professors experienced the tenure process shortly after arriving on campus (that is, they were hired at a higher rank with the agreement that they would be reviewed for tenure as soon as they arrived.) These cases have been removed from the analysis, as the programs set in place (such as tenure clock extensions and departmental mentoring committees) are not designed to affect the process for these faculty.

Overall, about three-fourths (73.5%) of faculty at the UW-Madison have or will experience the entire tenure process (see Table T1.) Of those, around 70 percent currently have achieved tenure and 30% have not. For those who went through the tenure process at the UW-Madison and achieved tenure, the mean year they received tenure was in 1988 (well before the 1994 implementation of the tenure clock extension policy.) For those who are currently assistant professors, the mean year that they expect to go up for tenure is in 2006.

Women faculty disproportionately experience the tenure process, compared to men (80.5% of women faculty have or will go through the process, compared to 71.0% of men faculty.) This results from the over-representation of male faculty hired at the associate and full ranks. Women faculty, non-U.S. citizens, cluster hires, and faculty with children under age 6 tend to be over-represented in the untenured ranks.

Satisfaction With the Tenure Process at UW-Madison

Overall, most faculty (76.8%) were satisfied with the tenure process at the UW-Madison. Women faculty were significantly less-satisfied compared to men (66.7% of women were satisfied with the process, compared to 81.5% of men—see Table T2.) Faculty in the Physical science departments tended to show higher satisfaction with the tenure process than other faculty, but this is explained by the over-representation of men in these departments (not shown.) Those faculty who experienced the tenure process at UW-Madison prior to 1994 (the year tenure clock extensions were first introduced) appear to be significantly more satisfied with the process than those who went through after extensions were allowed. This difference is explained primarily by other factors, including the over-representation of women in the later years, and also the finding that faculty who took extensions were less satisfied with the process than those who did not (and faculty who took extensions are missing from the "tenure before extensions" group.)

Looking only at those faculty who received or expect to receive tenure after 1994, an interesting finding emerges. Those who used the tenure clock extension policy were significantly less-satisfied with the tenure process, compared to those who did not take the extension. Further analysis shows that dissatisfaction with the tenure process for those experiencing it 1994 or later is primarily driven by *women faculty who used tenure clock extensions*. Men faculty who used the extensions, and women faculty who did not, do not differentially indicate dissatisfaction with the process compared to others (see Table T2a.)

Access to Information and Resources For Tenure Process

A number of resources exist to help junior faculty with the tenure experience. Access to information—understanding the criteria used to decide a tenure case, receiving feedback on one's progress, a helpful advisor or mentoring committee, and being told about programs available to junior faculty—is extremely important in the road towards tenure, and may be differentially available to faculty. Receiving additional resources, such as a reduced teaching load, might also be an important factor in achieving tenure that differs by gender, race or other characteristics of the faculty member.

Overall, women faculty appear to have less access to information compared to men faculty, with one exception. Women report that they understand the criteria for achieving tenure less often than men (80.6% vs. 87.5%); receive feedback less often (75.1% vs. 78.3%, not significant); feel supported less often (71.8% vs. 84.1%); and have a helpful advisor/mentoring committee less often than men (58.7% vs. 64.8%, not significant). The one area where women have access to more information than men is that they report being told about assistance available to junior faculty significantly more often then do their male colleagues (65.4% of women report this, compared to 49.7% of the men faculty.) This might be related to the work of the Women Faculty Mentoring Program. Women faculty report receiving reduced responsibilities during their pre-tenure years less often than men faculty, but this is not a significant difference.

Faculty who are currently going through the tenure process appear to be better informed than their more senior colleagues, and indication that the University's efforts to provide more information and help is working. Junior faculty are significantly more likely than their tenured colleagues to report receiving feedback, feeling supported, receiving reduced responsibilities, being told about assistance, and having a helpful advisor or mentoring committee. They are equally likely to understand the tenure criteria as their more senior colleagues, however.

Faculty in the Physical Sciences appear to have an advantage in information and resources compared to faculty in other divisions, while faculty in the Humanities may be at a disadvantage. Physical sciences faculty report understanding the tenure criteria more often than other faculty (Humanities faculty understand the criteria the least often); they also receive reduced responsibilities more often than other faculty (Humanities faculty receive this benefit the least of all faculty.) Faculty in the Social sciences appear to receive feedback, and are told about assistance available to junior faculty, much more often than are faculty in other divisions.

Faculty who are not U.S. citizens appear to be much better informed of the tenure process than faculty are citizens. They report understanding the tenure criteria, receiving reduced responsibilities, being told of assistance, and having helpful mentoring committees significantly more often than their U.S.-citizen counterparts.

Interestingly, no differences in the information or resources available to junior faculty appear between faculty of color, and majority faculty.

Faculty with children seem to be a bit better informed about the tenure process than other faculty. For faculty with very young children (under age 6), this is related to their over-representation among the untenured ranks. For faculty with older children, however, the relationship appears to remain even when a number of other factors are controlled. It is especially interesting to note that faculty who have stay-at-home spouses are significantly more likely to receive reduced responsibilities, compared to other faculty, and these faculty are also much more likely to understand the criteria for achieving tenure. Gender does not mitigate this relationship; this finding bears further analysis.

Finally, it is interesting to see that faculty who took a tenure clock extension report being less informed and having less access to resources, compared to faculty who did not extend the clock (only for faculty who will go through tenure 1994 or later.) Faculty who took the extension report feeling significantly less supported than others, and reported that their advisors/mentoring committees were significantly less helpful. They also received less feedback and less often received reduced responsibilities, although these differences are not statistically significant. Unlike the overall satisfaction measure, gender does not explain this finding.

Strong Fit Between Job and Evaluation for Tenure

Previous research indicates that the traditional ideal of research, teaching and service (with a strong emphasis on research) does not match the reality of the way women and minority faculty tend to perform their jobs. In particular, women and minority faculty are often called upon to perform more service activities than majority men faculty, and they also tend to put more emphasis on their teaching duties, overall. Unfortunately, these activities are not as valued in a tenure evaluation, and many have hypothesized that women and minorities are thus disadvantaged in the process.

We asked faculty whether they agree (strongly or somewhat) that "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." Overall 71.3% reported a fit. However, as previous research has identified, women faculty and faculty of color were significantly less likely to agree to this statement than men faculty/majority faculty. Faculty in the Physical sciences were especially likely to agree, as were faculty who are not U.S. citizens and faculty with stay-at-home spouses. Untenured faculty were less likely to agree compared to tenured faculty, but the difference was not a significant one.

Faculty who took tenure clock extensions were significantly less likely to agree that the way they do their jobs "fits" the tenure criteria, compared to other faculty who went through the process 1994 or later. This relationship is not mitigated by gender, race, or tenure status (not shown.)

Use of Tenure Clock Extensions

Among all faculty who experienced the tenure process at UW-Madison in 1994 or later (N=508), approximately 24% used the tenure clock extension policy (see Table T3.) Of those, the majority (86.7%) felt their departments were supportive of this, and almost 80 percent received reduced responsibilities in addition to the extension.

A few differences in the use and satisfaction with the policy emerged, but not many. As expected, women faculty were significantly more likely than men faculty to use the policy, but their departments appear to be equally supportive of their use as men's. Faculty in Physical science departments use the extension significantly less often than other faculty; however, this is partly explained by the under-representation of women in Physical science departments. Science faculty who use the policy appear to have more supportive departments than non-science faculty who take an extension.

Some faculty extend their tenure clock more than once. Of those who extend their tenure clock one time, approximately 15.6% will use the policy a second time. Overall, departments appear to be supportive of faculty who avail themselves of this benefit more than once. However, a precipitous dropoff in reduction of responsibilities occurs when faculty use the tenure clock extension more than once. Whereas 79.5% of faculty report receiving reduced responsibilities the first/only time they ask for an extension, only 10.7% of those with a second extension report reduced duties.

Finally, we asked faculty who were eligible for a tenure clock extension but did not take one (those who received tenure 1994 or later), whether they wanted to take an extension, but chose not to (Table T4.) Very few faculty answered yes to this item—only 6.4% of faculty who did not take an extension reported that they wanted to but didn't. Although twice as many women faculty as men said yes, the difference is not significant due to the small numbers. Larger (non-significant) discrepancies also appeared between faculty with children (both under 18 and under 6) and other faculty, and also between faculty with appointments in two or more departments, compared to faculty with appointments in only one department.

Summary: Tenure Process

The tenure process is a stressful, complicated period in the academic career. Many have hypothesized that the system severely disadvantages women and minorities, because it was created at a time when the norm was the middle-class, white male with a spouse at home to raise the children. Our findings show that the differences that emerge are more complicated than that. We found that gender and race do not always correlate with disadvantage, and that a major policy designed to mitigate some of the disadvantage (tenure clock extensions) do not necessarily increase satisfaction with the tenure process for those who use it.

At UW-Madison, women faculty do appear to be less satisfied with the tenure process overall, but the reasons for this are many. Women who were tenured prior to 1994 (when the tenure clock extension policy was implemented) do appear to have more disadvantage and less satisfaction based on gender alone. However, there is no overall gender difference in satisfaction among faculty tenure 1994 or later. Instead, dissatisfaction with the tenure process is constrained to those women who used tenure clock extensions—not all women faculty. Thus, the University appears to be doing a better job at educating all faculty about the tenure criteria, giving them feedback and providing mentors, and giving reduced responsibilities. However, for some faculty, the program designed to alleviate the major stressors does not seem to be completely fulfilling its promise. Women who use the extension policy, in particular, seem to give the worst evaluation of their tenure experience.

Finally, some have speculated that many faculty do not use the tenure clock extension even when they should, because they perceive (correctly or not) that doing so would hurt them in the long run. Our results show that if this is the case, it is not widespread at the UW-Madison. Very few eligible faculty indicated that they did not take an extension even though they wanted to, and no significant gender differences appeared in responses to this item. Whatever problems the policy may have, stigma associated with using it does not seem to be one of them.

Table T1. Experienced the Tenure Process at UW-Madison**

	N	Did/Will Experience Tenure Process		Has Tenure		Has Tenure/ Mean Year (SD)			Expect Tenure/ Mean Year (SD)		
All Faculty	1340	73.5%		70.7%		1988	(9.2)		2006	(1.7)	
Women	399	80.5%	*	60.8%	*	1992	(7.3)	*	2006	(1.8)	
Men	917	71.0%		76.0%		1987	(9.6)		2006	(1.7)	
Untenured	316	91.5%	*	0.0%	*	N/A			N/A		
Tenured	1024	68.0%		100.0%							
Biological	459	73.0%		70.5%		1989	(8.7)		2006	(1.8)	
Physical	264	76.1%		73.1%		1987	(10.8)		2006	(2.1)	
Social	359	70.8%		66.5%		1989	(8.6)		2006	(1.4)	
Humanities	229	75.1%		75.0%		1989	(9.3)		2006	(1.6)	
Science	723	74.1%		71.5%		1988	(9.6)		2006	(1.9)	
Non-Science	588	72.5%		81.8%		1989	(8.9)		2006	(1.5)	
Faculty of Color	90	73.3%		59.1%		1993	(9.6)	*	2005	(1.5)	
Majority	1214	74.0%		71.6%		1988	(9.4)		2006	(1.7)	
Non-Citizen	140	76.4%		41.1%	*	1994	(7.8)		2006	(1.6)	
Citizen	1177	73.2%		74.7%		1988	(9.2)		2006	(1.8)	
Cluster Hire	47	68.1%		0.0%	*	N/A			2006	(1.8)	*
Not Cluster Hire	1264	73.6%		73.2%					2006	(1.7)	
Multiple Appointments	241	72.2%		74.7%		1988	(8.7)		2006	(1.4)	
Single Appointment	1070	73.6%		69.9%		1989	(9.4)		2006	(1.8)	
Tenure Before Extensions***	529	84.3%	*	100.0%	*	1983	(7.3)	*	N/A		
Tenure After Extensions	592	91.1%		46.4%		1998	(2.8)				
Children Under 18	542	76.4%		64.5%	*	1993	(6.4)	*	2005	1.79	*
No Kids Under 18	747	72.3%		74.6%		1985	(9.4)		2006	1.63	
Children Under 6	166	82.5%	*	33.6%	*	1997	(5.3)	*	2006	1.72	
No Kids Under 6	1122	72.7%		76.4%		1988	(9.1)		2006	1.74	
Stay Home Spouse	231	76.2%		67.6%		1993	(6.3)	*	2005	1.65	
No Stay Home Spouse	1056	73.6%		70.8%		1988	(9.5)		2006	1.74	

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

** Faculty hired at associate or full professor level have been excluded from this analysis. Although some of these faculty members went through a truncated process as part of their hire, this analysis is limited to those hired at the assistant level and had an extended probationary period.

*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Those who received tenure BEFORE 1994 were not eligible for this program and are included in the "Tenure Before Extensions" group. Those who either received tenure 1994 or later, or who have not received tenure, are included in the "Tenure After Extensions" group.

Table T2. Satisfaction with Tenure Process at UW-Madison

	N	Satisfied Overall		Understood Criteria		Received Feedback		Felt Supported		Received Reduced Resp'ities		Told About Assistance		Helpful Advisor/ Mentoring Committee		Strong Fit Job and Tenure	
All Faculty	945	76.8%		85.1%		77.3%		80.3%		52.8%		55.2%		63.2%		71.3%	
Women	309	66.7%	*	80.6%	*	75.1%		71.8%	*	49.7%		65.4%	*	58.7%		61.9%	*
Men	624	81.5%		87.5%		78.3%		84.1%		54.3%		49.7%		64.8%		75.8%	
Untenured	267	74.8%		83.8%		89.0%	*	87.3%	*	66.5%	*	88.8%	*	78.7%	*	66.5%	
Tenured	680	77.5%		85.6%		73.0%		77.7%		47.2%		40.5%		56.3%		72.9%	
Biological	317	75.1%		85.5%		74.4%		81.4%		56.8%		55.6%		60.4%		68.0%	
Physical	194	82.8%	*	90.7%	*	76.1%		83.4%		63.6%	*	51.5%		68.5%		82.6%	*
Social	246	75.4%		83.7%		84.0%	*	81.4%		52.1%		62.6%	*	63.6%		68.2%	
Humanities	166	75.0%		78.9%	*	75.2%		74.9%		33.3%	*	49.4%		61.3%		67.9%	
Science	511	78.0%		87.5%	*	75.0%		82.1%		59.4%	*	54.1%		63.3%		73.6%	
Non-Science	412	75.3%		81.8%		80.4%		78.8%		44.6%		57.1%		62.7%		68.1%	
Faculty of Color	61	68.3%		88.5%		78.3%		78.3%		59.0%		56.7%		60.3%		57.6%	*
Majority	866	77.4%		85.1%		77.3%		80.4%		52.6%		55.6%		63.2%		72.4%	
Non-Citizen	104	80.4%		92.3%	*	76.0%		82.0%		65.4%	*	77.0%	*	72.7%	*	81.9%	*
Citizen	826	76.4%		84.1%		77.1%		79.9%		50.8%		52.4%		61.5%		70.0%	
Cluster Hire	30	87.0%		83.3%		85.7%		86.2%		66.7%		90.0%	*	82.1%	*	68.2%	
Not Cluster Hire	893	76.5%		85.0%		77.1%		80.5%		52.3%		54.2%		62.4%		71.2%	
Multiple Appointments	167	78.2%		86.8%		83.3%	*	83.8%		51.3%		53.6%		66.4%		72.1%	
Single Appointment	756	76.5%		84.3%		76.1%		79.9%		53.1%		55.9%		62.3%		70.9%	
Tenure Before Extensions***	433	80.6%	*	86.4%		70.4%	*	79.2%		40.2%	*	25.0%	*	52.9%	*	73.4%	
Tenure After Extensions	512	73.4%		84.0%		83.3%		81.3%		63.3%		77.5%		70.4%		69.4%	
Children Under 18	400	76.0%		87.8%		78.2%		79.6%		58.6%	*	61.8%	*	64.6%		70.8%	
No Kids Under 18	517	78.0%		83.2%		77.2%		81.5%		48.5%		51.2%		63.0%		71.7%	
Children Under 6	132	76.3%		85.6%		85.9%	*	84.0%		65.1%	*	76.6%	*	76.6%	*	69.5%	
No Kids Under 6	784	77.2%		85.1%		76.2%		80.0%		50.8%		52.2%		61.3%		71.5%	
Stay Home Spouse	171	82.5%		91.8%	*	82.0%		82.9%		66.3%	*	62.6%		70.4%		78.2%	*
No Stay Home Spouse	745	75.8%		83.8%		76.7%		80.2%		50.0%		54.4%		62.3%		69.8%	
Took Extension****	120	56.0%	*	83.2%		77.3%		72.0%	*	57.5%		77.3%		59.7%	*	55.7%	*
Did Not Take Extension	373	78.0%		84.2%		85.3%		83.5%		65.0%		77.9%		72.8%		73.2%	

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

** Percent Agree (Strongly or Somewhat) vs. Percent Disagree (Strongly or Somewhat); Percent Agree reported.

*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Those who received tenure BEFORE 1994 were not eligible for this program and are included in the "Tenure Before Extensions" group. Those who either received tenure 1994 or later, or who have not received tenure, are included in the "Tenure After Extensions" group.

**** Only faculty who were eligible for tenure in 1994 or later (I.e., "Tenure After Extensions" = 1) are included.

Table T2a. Relationship Between Tenure Clock Extension Use and Satisfaction with Tenure Process at the UW-Madison[*]

	Model 1			Model 2			Model 3			Model 4		
	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq
Intercept	1.19	(0.14)	<.0001	1.26	(0.13)	<.0001	1.32	(0.16)	<.0001	1.21	(0.16)	<.0001
Female	-0.41	(0.21)	0.0522				-0.19	(0.22)	0.4018	0.12	(0.28)	0.6563
Used Tenure Clock Extension				-1.02	(0.23)	<.0001	-0.98	(0.24)	<.0001	-0.40	(0.38)	0.2945
Female * Used Extension										-1.02	(0.50)	0.0432
Sample Size		464			454			446			446	
-2 Log Liklihood		534.937			513.371			505.487			501.272	
DF		1			1			2			3	

* Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Only those who either received tenure 1994 or later, or who have not received tenure, are included in these analyses.

** Logistic regression model predicting agreement (strongly or somewhat) with the statement "I am/was satisfied with the tenure/promotional process overall."

Table T3. Use of and Satisfaction with Tenure Clock Extensions at UW-Madison***

	First Extension					Second Extension****				
	N		Used	Supportive	Received Reduced	N		Used	Supportive	Received Reduced
	Eligible	Used	Extension	Department	Resp'ities	Eligible	Used	Extension	Department	Resp'ities
All Faculty	508	122	24.0%	86.7%	79.5%	122	19	15.6%	82.4%	10.7%
Women	214	80	37.4% *	83.3%	82.5%	80	15	18.8%	76.9%	13.8%
Men	285	41	14.4%	92.7%	73.2%	41	4	9.8%	100.0%	4.9%
Untenured	269	71	26.4%	92.9% *	74.7%	71	9	12.7%	1.0%	7.0%
Tenured	239	51	21.3%	78.0%	86.3%	51	10	19.6%	70.0%	15.7%
Biological	170	45	26.5%	93.3%	73.3%	45	8	17.8%	85.7%	8.9%
Physical	92	11	12.0% *	100.0%	100.0%	11	0	0.0%	n/a	n/a
Social	140	39	27.9%	83.8%	71.8%	39	9	23.1%	87.5%	18.0%
Humanities	91	22	24.2%	72.7%	90.9%	22	2	9.1%	50.0%	9.1%
Science	262	56	21.4%	94.6% *	78.6%	56	8	14.3%	85.7%	7.1%
Non-Science	231	61	26.4%	79.7%	78.7%	61	11	18.0%	80.0%	14.8%
Faculty of Color	47	14	29.8%	78.6%	92.9%	14	2	14.3%	100.0%	7.1%
Majority	450	106	23.6%	87.5%	77.4%	106	17	16.0%	81.3%	11.3%
Non-Citizen	84	18	21.4%	94.4%	72.2%	18	3	16.7%	100.0%	11.1%
Citizen	415	102	24.6%	85.0%	81.4%	102	16	15.7%	78.6%	10.8%
Cluster Hire	29	7	24.1%	100.0%	85.7%	7	0	0.0%	n/a	n/a
Not Cluster Hire	464	110	23.7%	86.1%	78.2%	110	19	17.3%	82.4%	11.8%
Multiple Appointments	78	16	20.5%	86.7%	75.0%	16	2	12.5%	100.0%	12.5%
Single Appointment	415	101	24.3%	87.0%	79.2%	101	17	16.8%	80.0%	10.9%
Children Under 18	283	95	33.6%	86.0%	80.0%	95	16	16.8%	80.0%	11.6%
No Kids Under 18	216	27	12.5%	88.9%	77.8%	27	3	11.1%	100.0%	7.4%
Children Under 6	127	52	40.9%	88.2%	78.9%	52	9	17.3%	87.5%	13.5%
No Kids Under 6	371	70	18.9%	85.5%	80.0%	70	10	14.3%	77.8%	8.6%
Stay Home Spouse	109	24	22.0%	95.8%	79.2%	24	1	4.2%	100.0%	4.2%
No Stay Home Spouse	390	98	25.1%	84.4%	79.6%	98	18	18.4%	81.3%	12.2%

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

** Percent "Exteremely" or "Generally Supportive" vs. percent "Extremely" or "Generally Unsupportive"; Percent Supportive reported.

*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Only those who either received tenure 1994 or later, or who have not received tenure, are included in this table.

**** Only those who took a first extension are eligible for a second extension.

Table T4. Choosing to NOT Extend Tenure Clock, Though Eligible**

	N	Chose to NOT Extend Tenure Clock, but Wanted To
All Faculty	329	6.4%
Women	117	9.4%
Men	207	4.8%
Untenured	166	5.4%
Tenured	163	7.4%
Biological	108	7.4%
Physical	65	7.4%
Social	90	7.8%
Humanities	59	5.1%
Science	173	5.8%
Non-Science	149	6.7%
Faculty of Color	26	7.7%
Majority	297	6.4%
Non-Citizen	55	5.5%
Citizen	270	6.7%
Cluster Hire	19	5.3%
Not Cluster Hire	303	6.3%
Multiple Appointments	54	9.3%
Single Appointment	268	5.6%
Children Under 18	166	9.0%
No Kids Under 18	159	3.8%
Children Under 6	70	8.6%
No Kids Under 6	254	5.9%
Stay Home Spouse	73	5.5%
No Stay Home Spouse	252	6.8%

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

*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Only those who either received tenure 1994 or later, or who have

Section 3: Detailed Results by Topic

D. Professional Activities

This section included questions about various dimensions of the work environment for faculty at UW-Madison including feelings about work allocation, resources for research, service responsibilities, and interaction with colleagues.

a. Time allocation

Time Allocation Summary

The job description of a faculty member is complex. The standard duties of research, teaching, and service have been augmented with expectations that faculty advise students and mentor junior faculty, postdocs, and graduate students. Some faculty do a great deal of extension work; some do clinical work rather than research or teaching; some faculty add administrative duties onto their already crammed schedules; some faculty do outreach to the surrounding community and state; and still we left some work duties—such as service to national organizations, writing textbooks, or consulting—off the list entirely.

Some respondents were unhappy that we broke out the job duties in the way we did. They objected to the characterization of mentoring or advising students as something done in addition to teaching or research or clinical work, and insisted that they were all the same thing. Another problem that some respondents had with this section was the lack of reference to actual hours worked.

When we designed this question, our interest was less in the actual numbers of hours worked on any given job task, but rather we wanted to know if faculty members liked the *balance* of all the different duties they must perform; that is, would they like to be doing less or more of a particular type of job duty? Measuring actual hours worked on each different job task is best left to a time-diary methodology. We decided to look at how faculty apportioned their time, rather than try and measure actual hours worked on each item, which we could only measure with great error on this instrument.

Performing Job Duties

In Table T1, we report the percentages of faculty who report spending any time on particular job duties (in a few cases, faculty who reported spending no time on the activity but *preferring* to spend some time on it are included as well.) Research and Teaching are clearly the main job duties for all UW-Madison faculty, as over 95% of respondents report spending at least some time on these activities. Very few statistical differences arise among demographic groups for these two job duties because they so universal, although a slightly lower proportion of faculty in Biological science departments report doing any teaching, compared to faculty in other divisions.

Next, over three-fourths of faculty members report spending at least some time Advising Students, and Service. Some interesting demographic differences arise in who performs these tasks. More women faculty report doing Service activities, compared to men (83.9% of women, compared to 75.8% of men faculty.) Faculty in Science departments are less likely to report doing either Advising Students or Service, compared to faculty in non-Science departments. Faculty who are not U.S. citizens more often report that some of their time is spent Advising Students, compared to Citizens, and faculty with children in the home report doing Service activities significantly more often than other faculty.

Over half (65.4%) of all faculty respondents report doing some Administrative activities. Women faculty do Administrative work less often than men faculty (59.1% of women report doing any Administrative work, compared to 68.1% of men), and untenured faculty report doing less Administration than tenured faculty (51.1% vs. 69.9%). Similarly, faculty with preschoolers report doing less Administrative work than other faculty (55.4% vs. 67.0%).

Just under half (44.4%) of all faculty respondents report spending some time on Mentoring. Women faculty report spending time on Mentoring more often than men faculty (53.2% of women report a non-zero percentage for Mentoring, compared to 40.6% of men), and more faculty in Science departments spend part of their work time Mentoring than faculty in non-Science departments (47.8% vs. 41.0%). Although faculty of color report spending more time Mentoring than majority faculty, this result just misses statistical significance at the .05 level.

Other categories of job duties include Clinical, Extension, and Outreach work, as well as an "Other" category. Around 12.1% of all faculty respondents do clinical work, and this work is heavily concentrated in Biological science departments. 9.7% of faculty report doing Extension work. This work is done primarily by U.S. Citizens, and is rarely done by faculty in Humanities departments. Outreach activities are reported by 29.6% of faculty respondents. Outreach is most often a job duty for faculty in Humanities departments, and less often for Biological science faculty. Finally, 6.6% of faculty wrote in job duties in the space provided under "Other." The most common "Other" work duty that was written in is "service to the profession"—especially editing journals and reviewing journal articles. Several respondents also wrote in business or consulting duties, grant writing activities, textbook preparation, clerical work, campus activities, collaborative research, and meetings.

Time Spent in Research Activities

As reported above, almost all faculty (97.9%) report spending at least some time on Research activities. Overall, faculty spend about 32.0% of their work hours on Research, and would prefer to spend 41.3% of their time on Research. Two-thirds of faculty (67.0%) would like to spend more time on their Research activities, while only 12.1% would like to reduce the proportion of their time spent on Research.

Women faculty report spending a significantly lower proportion of their work hours on Research activities—29.3% vs. 33.1% for men faculty. Women and men would prefer to spend about the same proportion of time on their Research—about 41% for both. Thus, women report significantly more often that they would like to increase their time spent in Research—72.2% of women want to be doing more Research, while 65.1% of men want to spend more time. No significant differences are found between men and women faculty in wanting to decrease their Research time.

Untenured faculty are spending a much larger proportion of their time on Research activities compared to senior faculty—38.4% for junior faculty, vs. 30.0% for senior. Furthermore, junior faculty would prefer to spend significantly more time on Research than would their tenured colleagues. Faculty in Science departments also both spend more of their time on Research compared to non-Science faculty, and also prefer to spend more time on Research. Interestingly, faculty in non-Science departments report wanting to increase their Research time more than do faculty in Science departments, and faculty in Science departments more often indicate that they would like to *decrease* their Research time, compared to non-Science faculty.

More faculty of color report wanting to increase their Research time than do majority faculty (76.4% vs. 66.5%). Faculty who are not U.S. citizens report spending a higher percentage of their time on Research, and also prefer to spend even more of their time on Research, compared to faculty who are Citizens. Finally, more faculty with children (either school-aged, or preschool) report wanting to spend more time on Research than other faculty. They also report spending more of their time on Research activities, and the amount of their time they wish to allocate to Research is significantly higher than for other faculty. Faculty with children under age 6 prefer to spend about half of their time on Research (at the mean.)

Time Spent on Teaching Activities
As shown in Table T3, faculty spend just slightly less of their time on Teaching activities (29.4% of their time), compared to Research (32.0%, Table T2.) Faculty prefer to spend a little less of their time Teaching—24.5% of their time, on average. 16.7% of faculty would prefer to spend more of their time Teaching, while almost half (43.8%) would like to spend less time Teaching than they currently spend.

Women faculty spend significantly more of their time in Teaching activities compared to men—32.0% for women vs. 28.4% for men. The amount of time that women faculty would prefer to spend teaching is about the same as what men would prefer—about 25% of the time. These patterns add up to having significantly more women faculty who say they would like to spend less time Teaching, and significantly fewer women faculty who say they would like to increase the time spent Teaching, compared to men faculty.

Untenured faculty would also like to spend less time teaching than Tenured faculty, as significantly fewer junior faculty report that they'd like to increase their Teaching time, and significantly more junior faculty report that they would like to decrease it. Junior faculty report that they would like to spend a smaller proportion of their time Teaching compared to senior faculty—23.1% of junior faculty's time spent on Teaching is preferred, compared to 25.0% for senior faculty.

Faculty in Science department spend less of their time Teaching compared to faculty in non-Science departments; furthermore, they prefer to spend less time as well. Faculty in non-Science departments more often report that they would like to decrease the amount of time they spend Teaching compared to their colleagues in Science departments, most likely because faculty in non-Science departments are spending so much more of their time teaching compared to Science faculty.

Minority faculty report spending significantly more time Teaching compared to their non-minority colleagues—faculty of color spend a mean of 33.7% of their time Teaching, compared to 29.1% of the time of majority faculty. Faculty of color report that they would prefer less Teaching time compared to their majority colleagues (and less often report wanting to increase their Teaching time); however, these differences are not significant at the .05 level.

Finally, faculty with children in the home generally report spending less of their time Teaching, and wanting to spend less of their time Teaching, than do other faculty. The percent of time that faculty with children prefer to spend Teaching, in particular, is significantly lower than for other faculty.

Time Spent Advising Students
An appreciable amount of faculty's time (9.2%) is spent Advising Students, although the time faculty would prefer to be Advising Students is somewhat less (7.9% of their time.) Women faculty spend about the same amount of their time Advising Students as men faculty, and prefer to spend about the same amounts of time Advising, but women faculty report significantly more often than men faculty they would like to reduce the proportion of their time that is spent advising students. Interestingly, Biological science faculty report spending the least amount of their time Advising Students (7.2% of time spent), while Physical science faculty report spending the highest proportion of their time advising students (11.3%). Because of these big differences between Physical and Biological science faculty, no significant difference in amounts of time spent Advising Students appears between Science and non-Science faculty.

Faculty of color report spending slightly more of their time Advising Students compared to majority faculty (not significant), and the proportion of time spent Advising is about what faculty of color prefer to spend. This is not the case for majority faculty, who report a significantly lower preferred percentage of time spent Advising compared to colleagues who are members of racial or ethnic minority groups. Similarly, faculty who are not U.S. citizens report spending a higher percentage of their time Advising Students compared to U.S. citizens, and furthermore, they prefer to spend more time compared to their U.S. citizen colleagues.

Time Spent on Service Activities

Service activities are an integral part of the faculty job description, and yet on average only 11.8% of a faculty member's time is allocated to Service activities. The time faculty report that they would prefer to spend on Service activities is lower, at 7.5%, and almost half (48.9%) of faculty report that they would like to decrease the amount of their time spent on Service.

Untenured faculty report that they spend significantly less of their time on Service activities compared to Tenured faculty (10.7% vs. 12.1% of time). Over half (51.5%) of Tenured faculty report they would like to reduce the percentage of their time they spend on Service activities; a significantly higher proportion compared to Untenured faculty who would like to reduce their Service activities. Faculty in Science departments spend a lower proportion of their time on Service activities compared to non-Science faculty, and thus non-Science faculty say significantly more often than Science faculty that they would like to decrease the amount of their time spent on Service. The only other significant finding for time spent on Service is that faculty with preschool-aged children report wanting to decrease their Service time much more often than other faculty.

Time Spent on Administrative Activities

For those faculty who have Administrative duties, a rather high proportion of time is spent on these activities—18.5% on average. This is about two times as high as Administrators would prefer to spend on these duties; thus, about 69.4% of those with Administrative duties would like to reduce the percentage of their time spent on such activities. Although men are much more likely to be engaged in Administrative tasks (Table T1), among Administrators there is no gender difference in the proportion of time those tasks take, or the amount of time Administrators would prefer to spend on these tasks.

Untenured faculty with Administrative duties spend a significantly smaller proportion of their time on them than Tenured faculty—9.6% of time for Untenured faculty vs. 20.5% for Tenured faculty. The preferred amount of time spent on Administration is significantly higher for Tenured than Untenured faculty, but both amounts of preferred time are about half of the actual time spent. Faculty in non-Science departments appear to spend a great deal more of their time on Administrative duties compared to Science faculty, and as a result more non-Science faculty would like to reduce their Administration compared to Science faculty. Non-U.S. Citizens spend less of their time in Administration, as do faculty with children under age 6.

Time Spent on Clinical Duties

Although a small proportion of faculty engage in Clinical work (12.1%, Table T1), for faculty who do engage in Clinical activities, the proportion of time spent on the tasks is large—about 30.7% on average. A majority (55.4%) of faculty who do Clinical work would prefer to reduce the hours spent in Clinic; only 13.4% of faculty said they would like to increase the proportion of time spent on Clinical duties.

Clinical work is overwhelmingly concentrated in Biological science departments. Although some Clinical work exists in the other departments, the time commitment of such duties is relatively small (about 4.4% of all time spent on the job.) No other statistical difference in time spent in Clinic was found.

Time Spent Mentoring

In addition to time spent Advising Students, faculty report additional time spent on Mentoring activities. These activities usually refer to help given to peers or junior colleagues, rather than to students. Faculty who spend time Mentoring report an average of 6.4% of their time spent on Mentoring activities. This proportion seems to be about right, as the mean percentage of time faculty would prefer to Mentor is about 6.3%. Almost the same proportion of faculty who Mentor would prefer to reduce the time spent Mentoring as would prefer to increase it.

Although some research has indicated that Mentoring activities fall disproportionally on women and minorities, this does not seem to be the case in our results. Women and men spend approximately the same amount of time Mentoring (about 6%), as do minority and majority faculty (7.1% vs. 6.2%--not significantly different.) Faculty in Biological science departments appear to spend the most time Mentoring compared to other faculty, and interestingly would prefer to spend even more time Mentoring. Faculty in the Physical science department are the least likely to indicate that they would like to increase the time spent Mentoring.

Time Spent on Extension Activities

As was true for Clinical work, very few faculty (9.7%) engage in Extension work, but for those who do the time commitment is large—on average, 26.3% of work time. A large number (27.8%) of those who do Extension work would like to increase the time spent on those activites, and an even larger number (38.1%) would like to decrease the time spent in Extension. Men and women faculty spend and prefer to spend about the same amount of time on Extension activities. Junior faculty would like to increase the amount of time spent on Extension tasks, while senior faculty would like to reduce these duties. Finally, among those who do Extension work, under-represented minority faculty spend a significantly lower percentage of their time on the work than do majority faculty.

Time Spent on Outreach Activities

"Outreach" is a rather undefined category of activities that loosely corresponds to the "Wisconsin Idea" of a faculty member sharing his or her knowledge and talents with the community at large. Almost a third of faculty members (29.6%) report engaging in Outreach; for those who do, about 7.3% of a faculty member's time is spent on these activities. This seems to be the right amount of time, as the preferred amount of time spent on Outreach is 7.0%--almost the same.

Few significant differences arise between groups in Outreach time. Untenured faculty spend significantly less of their time on Outreach activities, and more than half of them (51.6%) would prefer to increase their Outreach time. Faculty in the Social Studies department spend the largest percentage of their time on Outreach (9.1%), and they would prefer to spend even more on Outreach (9.8%). Finally, faculty with very young children who do Outreach spend a much smaller proportion of their work time on these activities, compared to other faculty.

Time Spent on "Other" Activities

Some faculty (6.6%) wrote in "Other" activities that take up a significant proportion of their time at work. For those who wrote something in, the mean proportion of time spent on the "Other" activity is 13.0%. Because some of the activities written in were of a more positive type (national service, textbook writing, consulting) and some were more negative (clerical work, meetings—

often described as "unnecessary"), it is difficult to accurately interpret what it means if more faculty want to spend less time on the "Other" tasks as a whole (which 52.9% of faculty wish to do); breaking the "Other" category down by specific item would be impossible because the numbers are so small. Suffice it to say that very few demographic differences emerged in amount of time spent on "Other" activities; the only statistical difference was found for parents with children under age 18 in the home; more parents would like to increase the time they spend on "Other" activities compared to other faculty.

Summary: Time Allocation

Overall, faculty spend about 61% of their time on two activities—Research and Teaching. Men faculty, faculty in Science departments, and majority faculty tend to have the two weighted in favor of Research, while women faculty, faculty in non-Science departments, and faculty of color have their time weighted in favor of Teaching over Research. Untenured faculty spend a much higher proportion of their time in these two activities (about 69%) compared to their senior colleagues, who spend slightly less time than average on the two (about 59% of their time.) Considering these broad trends, it seems clear why women faculty, faculty of color, and faculty in non-Science departments would say much more often than their colleagues that they would prefer to spend more of their time on Research, and less on Teaching. Faculty with children in the home tend to have similar preferences to increase Research time and reduce Teaching time, except that they already have higher proportions of their time spent on Research than on Teaching to begin with.

It is common for departments to "protect" the time of junior faculty as they work towards tenure, freeing them from some of the time-consuming Service and Administrative tasks that need doing, and our results show that this seems to be true. Untenured faculty are significantly less likely to report spending time on Administrative tasks, and for those who do Administrative tasks, the proportion of time spent on these tasks is much lower than it is for the senior faculty who do them. Similarly, junior faculty report spending a significantly lower proportion of time on Service activities than their tenured counterparts. Junior faculty also seem to protect their time by spending significantly less time on Outreach activities than tenured faculty.

Interestingly, some of the differences we expected to see (based on interview data and other research) did not appear. For those faculty who Mentor and Advise students, women faculty do not appear to spend appreciably more of their time doing these activities than do men. However, more men report not doing these activities at all compared to women faculty—when the analysis is run on the full sample rather that just looking at those who engage in the activities (that is, taking the means with the 0% entries included), men do spend significantly less time Mentoring than do women faculty (3.3% of women's time spent Mentoring, compared to 2.5% of men's time.) No significant difference appears for time spent Advising Students. A similar analysis for faculty of color (research also reports that minority faculty spend more time with students and on Mentoring activities than majority faculty) shows that the same patterns hold, but none of the differences are statistically significant. Thus, at least in the case for women, it would seem that one way to remove the overall burden of Mentoring on women faculty would be to simply increase the numbers of men engaging in such activities, as it appears that once they begin Mentoring activities, men spend as much time on them as women.

Finally, the finding that faculty overall would like to increase their Research time, and reduce the time spent on activities that are supposed to be the main product of the UW-Madison (Teaching and Advising Students especially) points to an interesting question of the priorities of faculty, of the UW-Madison overall, and ultimately even the State of Wisconsin. All parties involved might look at these results and decry the lack of interest in Teaching that the faculty exhibit. However,

a broader look at why there does not seem to be enough time for Research for faculty is in order. As the public support for higher education in Wisconsin decreases, and more faculty rely on outside funding to support their research work, it seems obvious that the pressures on faculty to produce Research results and publications should increase as they become accountable to ever-more influential public and private funding agencies. We should ask ourselves—what is the cost of this shift in focus? Funds from the State help to ensure that focus remains on teaching and learning because this is primarily what the State is paying for; as funding shifts to other sources, so does the focus of faculty. Our results show that the UW-Madison faculty has indeed focused more attention on Research rather than Teaching. The question is whether this has changed over time; we will certainly be interested to see if the shift is even more pronounced in 2006, when this survey is repeated.

Table T1. Percentage of Faculty Performing or Wishing to Perform Various Job Duties

	Research	Teaching	Advising Student	Service	Administrative	Clinical	Mentoring	Extension	Outreach	Other
Total (N=1296)	97.9%	95.9%	78.5%	78.0%	65.4%	12.1%	44.4%	9.7%	29.6%	6.6%
Women	97.6%	94.7%	80.5%	83.9%*	59.1%*	12.1%	53.2%*	7.9%	33.3%	3.2%
Men	98.1%	96.4%	77.6%	75.8%	68.1%	12.3%	40.6%	10.6%	28.1%	5.2%
Current Untenured	97.8%	96.1%	80.7%	77.2%	51.1%*	13.8%	46.0%	11.9%	28.6%	5.8%
Current Tenured	98.0%	95.8%	77.7%	78.3%	69.9%	11.6%	44.0%	9.1%	30.0%	6.7%
Biological Science	97.6%	94.1%*	64.4%*	66.6%*	63.3%	30.8%*	51.0%*	11.0%	24.8%*	2.7%
Physical Science	98.1%	97.3%	87.9%*	82.1%	70.0%	1.2%*	42.0%	9.3%	31.1%	11.7%*
Social Studies	97.6%	96.8%	86.7%*	85.8%*	65.7%	3.3%*	43.0%	10.4%	30.5%	5.9%
Humanities	99.1%	95.7%	84.9%*	85.8%*	64.8%	0.9%*	37.9%*	5.9%*	37.4%*	1.8%
Science Department	97.8%	95.2%	72.9%*	72.2%*	65.7%	20.1%*	47.8%*	10.4%	27.1%*	7.2%
Non-Science Department	98.2%	96.8%	86.0%	85.8%	65.4%	2.3%	41.0%	8.6%	33.2%	5.4%
Under-Represented Minority	100.0%	98.1%	82.1%	73.6%	62.3%	10.4%	50.0%	12.3%	27.4%	4.7%
Majority	97.8%	95.7%	78.1%	78.7%	65.5%	12.6%	44.1%	9.6%	29.8%	6.5%
Non-U.S. Citizen	98.5%	97.8%	85.2%*	77.0%	63.0%	5.9%*	37.8%	3.7%*	28.2%	3.7%
U.S. Citizen	97.9%	95.7%	77.9%	78.6%	65.9%	13.0%	45.3%	10.5%	30.0%	6.8%
Children Under 18	98.5%	96.4%	79.4%	81.4%*	65.2%	12.9%	46.4%	9.4%	29.8%	6.4%
No Kids Under 18	97.5%	95.4%	78.3%	76.2%	65.8%	11.8%	43.6%	9.3%	30.0%	8.2%
Children Under 6	98.7%	96.8%	79.0%	82.8%	55.4%*	12.1%	49.0%	7.0%	26.1%	6.2%
No Kids Under 6	97.8%	95.6%	78.7%	77.7%	67.0%	12.3%	44.1%	9.7%	30.4%	7.6%

* Significant difference at $p < .05$.

Table T2. Faculty Time Usage--Research

	Actual % Time Spent		% Time Preferred		% Prefer More Research Time		% Prefer Less Research Time	
	Mean	(S.D.)	Mean	(S.D.)				
All Faculty (N=1269)	32.0	(20.3)	41.3	(21.4)	67.0%		12.1%	
Women	29.3	(19.5) *	41.2	(21.6)	72.2%	*	11.6%	
Men	33.1	(20.4)	41.6	(21.1)	65.1%		11.7%	
Untenured	38.4	(20.3) *	47.7	(20.7) *	66.5%		13.5%	
Tenured	30.0	(19.8)	39.4	(21.2)	67.3%		11.6%	
Biological	38.7	(22.9) *	44.9	(25.0) *	59.5%	*	15.5%	*
Physical	33.2	(17.0)	41.2	(18.7)	60.7%	*	11.5%	
Social	27.8	(16.8) *	40.3	(19.3)	75.5%	*	9.1%	
Humanities	22.3	(16.4) *	35.8	(17.5) *	80.2%	*	9.7%	
Science	36.7	(21.1) *	43.5	(18.7) *	59.9%	*	14.1%	*
Non-Science	25.6	(16.8)	38.5	(23.0)	77.3%		9.3%	
URM	30.4	(19.0)	42.9	(18.5)	76.4%	*	7.6%	
Majority	32.0	(20.3)	41.3	(21.4)	66.5%		11.8%	
Non-Citizen	35.2	(18.1) *	45.7	(18.2) *	72.2%		10.5%	
Citizen	31.4	(20.3)	40.8	(21.5)	66.6%		11.9%	
Children Under 18	33.9	(19.8) *	45.4	(19.6) *	70.9%	*	7.8%	*
No Kids Under 18	30.6	(20.3)	38.9	(21.8)	65.2%		14.5%	
Children Under 6	37.7	(21.4) *	50.0	(19.6) *	74.8%	*	8.4%	
No Kids Under 6	31.1	(19.8)	40.4	(21.1)	66.6%		12.2%	

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

Table T3. Faculty Time Usage--Teaching

	Actual % Time Spent			% Time Preferred			% Prefer More Teaching Time		% Prefer Less Teaching Time	
	Mean	S.D.		Mean	S.D.					
All Faculty (N=1243)	29.4	(16.4)		24.5	(14.5)		16.7%		43.8%	
Women	32.0	(17.2)	*	24.5	(14.1)		12.0%	*	42.4%	*
Men	28.4	(16.0)		24.8	(14.7)		18.9%		39.6%	
Untenured	30.9	(17.8)		23.1	(13.5)	*	11.4%	*	53.9%	*
Tenured	28.9	(16.0)		25.0	(14.8)		18.4%		40.6%	
Biological	21.0	(14.3)	*	17.8	(13.1)	*	16.9%		35.8%	*
Physical	29.7	(13.5)		25.3	(12.5)		17.6%		44.0%	
Social	32.5	(15.6)	*	27.4	(13.8)	*	17.7%		45.0%	
Humanities	41.3	(16.2)	*	33.2	(14.3)	*	14.2%		57.6%	*
Science	24.2	(14.6)	*	20.6	(13.4)	*	17.1%		38.9%	*
Non-Science	36.0	(16.4)		29.7	(14.2)		16.3%		49.9%	
URM	33.7	(17.4)	*	26.8	(12.6)		5.7%		51.0%	
Majority	29.1	(16.4)		24.5	(14.7)		11.5%		42.4%	
Non-Citizen	31.9	(15.6)		25.3	(12.7)		13.6%		53.8%	*
Citizen	29.1	(16.6)		24.6	(14.7)		17.1%		42.1%	
Children Under 18	27.7	(16.0)	*	23.5	(13.1)	*	17.2%		44.0%	
No Kids Under 18	30.7	(16.6)		25.6	(15.1)		16.6%		43.2%	
Children Under 6	28.1	(15.2)		21.4	(12.6)	*	14.5%		54.6%	*
No Kids Under 6	29.7	(16.6)		25.3	(14.5)		17.2%		42.0%	

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

Table T4. Faculty Time Usage--Advising Students

	Actual % Time Spent			% Time Preferred			% Prefer More Advising Time	% Prefer Less Advising Time	
	Mean	S.D.		Mean	S.D.				
All Faculty (N=1017)	9.2	(7.3)		7.9	(7.0)		14.8%	28.8%	
Women	9.4	(7.3)		7.4	(6.3)		13.4%	33.4%	*
Men	9.2	(7.4)		8.2	(7.2)		15.1%	26.4%	
Untenured	10.0	(8.1)		8.5	(7.2)		18.0%	31.9%	
Tenured	9.0	(7.1)		7.7	(6.9)		13.9%	27.8%	
Biological	7.2	(6.4)	*	6.8	(7.0)	*	16.7%	24.2%	
Physical	11.3	(8.9)	*	9.6	(8.4)	*	15.0%	30.0%	
Social	9.0	(6.7)		7.8	(6.3)		14.7%	29.0%	
Humanities	10.0	(6.9)		7.8	(5.6)		12.4%	33.3%	
Science	9.0	(7.8)		8.0	(7.7)		16.0%	26.6%	
Non-Science	9.4	(6.8)		7.8	(6.0)		13.8%	30.7%	
URM	10.9	(9.8)		10.0	(8.4)	*	13.8%	23.0%	
Majority	9.0	(7.0)		7.7	(6.8)		14.8%	28.9%	
Non-Citizen	11.6	(8.6)	*	10.6	(9.4)	*	18.3%	31.3%	
Citizen	8.9	(7.1)		7.6	(6.5)		14.3%	28.1%	
Children Under 18	9.3	(7.6)		8.2	(7.1)		15.3%	26.2%	
No Kids Under 18	9.0	(7.0)		7.7	(6.7)		15.0%	30.1%	
Children Under 6	10.4	(8.5)		8.8	(7.5)		14.5%	33.1%	
No Kids Under 6	9.0	(7.0)		7.8	(6.8)		15.1%	27.8%	

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

Table T5. Faculty Time Usage--Service

	Actual % Time Spent			% Time Preferred			% Prefer More Service Time	% Prefer Less Service Time	
	Mean	S.D.		Mean	S.D.				
All Faculty (N=1011)	11.8	(8.8)		7.5	(6.3)		7.7%	48.9%	
Women	12.6	(9.7)		7.9	(7.0)		7.6%	49.7%	
Men	11.4	(8.4)		7.4	(5.9)		7.8%	48.0%	
Untenured	10.7	(9.3)	*	7.4	(6.5)		8.3%	40.8%	*
Tenured	12.1	(8.7)		7.5	(6.2)		7.5%	51.5%	
Biological	10.3	(8.5)	*	6.5	(6.2)	*	7.0%	45.7%	
Physical	10.5	(7.4)		7.1	(5.2)		7.6%	46.5%	
Social	13.0	(9.1)	*	8.5	(6.9)	*	8.6%	49.3%	
Humanities	13.9	(10.1)	*	8.1	(6.4)		8.0%	57.5%	*
Science	10.4	(8.0)	*	6.7	(5.8)	*	7.2%	46.0%	*
Non-Science	13.4	(9.5)		8.4	(6.7)		8.4%	52.5%	
URM	13.6	(9.8)		9.9	(8.0)		10.3%	50.0%	
Majority	11.6	(8.7)		7.4	(6.1)		7.6%	48.1%	
Non-Citizen	11.0	(9.1)		7.1	(5.2)		7.7%	51.0%	
Citizen	11.9	(9.1)		7.6	(6.4)		7.8%	48.5%	
Children Under 18	11.7	(8.6)		7.4	(5.4)		7.1%	51.2%	
No Kids Under 18	11.8	(9.1)		7.6	(6.9)		8.4%	46.7%	
Children Under 6	11.7	(8.1)		6.6	(5.3)		5.4%	56.9%	*
No Kids Under 6	11.7	(9.0)		7.7	(6.4)		8.3%	47.3%	

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

Table T6. Faculty Time Usage--Administrative

	Actual % Time Spent			% Time Preferred			% Prefer More Admin. Time		% Prefer Less Admin. Time	
	Mean	S.D.		Mean	S.D.					
All Faculty (N=847)	18.5	(19.4)		9.0	(15.5)		4.6%		69.4%	
Women	18.2	(19.6)		8.9	(16.2)		5.4%		71.9%	
Men	18.5	(19.3)		9.1	(15.1)		4.3%		48.1%	
Untenured	9.6	(8.0)	*	4.7	(9.5)	*	6.3%		66.7%	
Tenured	20.5	(20.6)		10.1	(16.5)		4.2%		70.0%	
Biological	18.0	(20.5)		10.0	(15.8)		8.3%	*	62.2%	*
Physical	15.0	(15.8)		7.3	(13.3)		3.3%		64.4%	
Social	21.9	(21.9)	*	9.5	(18.0)		1.4%	*	77.5%	*
Humanities	18.2	(16.3)		8.4	(13.1)		3.5%		77.5%	*
Science	16.9	(18.9)	*	9.0	(14.9)		6.4%	*	63.0%	*
Non-Science	20.4	(19.9)		9.1	(16.2)		2.2%		77.5%	
URM	17.5	(18.2)		7.5	(11.0)		9.1%		71.2%	
Majority	18.6	(19.4)		9.2	(15.8)		4.2%		69.1%	
Non-Citizen	14.5	(17.1)	*	6.2	(12.9)		5.9%		63.5%	
Citizen	18.9	(19.6)		9.3	(15.6)		4.4%		69.9%	
Children Under 18	16.9	(18.2)		8.0	(13.3)		4.7%		67.6%	
No Kids Under 18	19.5	(20.0)		9.9	(16.8)		4.8%		70.1%	
Children Under 6	14.2	(13.0)	*	6.7	(9.3)		9.2%		70.1%	
No Kids Under 6	19.0	(19.9)		9.4	(16.0)		4.2%		68.9%	

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

Table T7. Faculty Time Usage--Clinical

	Actual % Time Spent		% Time Preferred		% Prefer More Clinical Time	% Prefer Less Clinical Time
	Mean	S.D.	Mean	S.D.		
All Faculty (N=157)	30.7	(21.1)	22.8	(18.2)	13.4%	55.4%
Women	29.2	(23.7)	21.8	(21.9)	13.0%	54.4%
Men	31.2	(20.0)	23.0	(16.5)	13.6%	55.5%
Untenured	29.8	(23.1)	22.0	(23.0)	11.6%	58.1%
Tenured	31.1	(20.4)	23.0	(16.2)	14.0%	54.4%
Biological	**		**		**	**
Physical	**		**		**	**
Social	**		**		**	**
Humanities	**		**		**	**
Science	33.0	(20.4) *	23.9	(18.4) *	6.1 *	58.7 *
Non-Science	4.4	(6.0)	10.3	(11.4)	61.5	15.4
URM	26.1	(20.7)	18.5	(17.3)	9.1%	45.5%
Majority	30.8	(21.0)	22.8	(18.1)	13.8%	55.9%
Non-Citizen	43.1	(29.6)	34.0	(31.7)	12.5%	62.5%
Citizen	30.2	(20.5)	22.3	(17.1)	13.5%	54.7%
Children Under 18	34.0	(22.0)	23.6	(20.0)	10.5%	62.7%
No Kids Under 18	28.3	(20.3)	22.3	(17.1)	16.3%	48.8%
Children Under 6	30.4	(25.8)	22.9	(24.0)	3.7%	57.9%
No Kids Under 6	30.8	(20.6)	22.9	(17.5)	10.5%	54.5%

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

** Almost all clinical work is within the Biological science departments; too few cases in other divisions to make meaningful comparisons.

Table T8. Faculty Time Usage--Mentoring

	Actual % Time Spent			% Time Preferred			% Prefer More Mentoring Time		% Prefer Less Mentoring Time
	Mean	S.D.		Mean	S.D.				
All Faculty (N=575)	6.4	(7.8)		6.3	(7.2)		22.8%		23.1%
Women	6.3	(5.3)		6.3	(5.6)		25.9%		21.4%
Men	6.1	(8.4)		6.2	(7.7)		21.8%		22.9%
Untenured	6.9	(7.1)		6.9	(6.8)		25.9%		23.1%
Tenured	6.2	(8.0)		6.0	(7.3)		21.8%		23.2%
Biological	7.2	(8.1)	*	7.6	(8.5)	*	25.4%		20.3%
Physical	5.7	(6.9)		5.3	(7.9)		14.8%	*	25.0%
Social	6.2	(8.8)		5.6	(4.7)		18.6%		22.1%
Humanities	5.0	(4.8)		5.3	(5.2)		30.1%		28.9%
Science	6.7	(7.8)		6.9	(8.4)	*	22.1%		21.8%
Non-Science	5.8	(7.6)		5.4	(4.9)		22.8%		24.6%
URM	7.1	(5.6)		6.4	(6.2)		17.0%		26.4%
Majority	6.2	(7.9)		6.3	(7.3)		23.8%		21.9%
Non-Citizen	6.2	(4.7)		5.6	(4.9)		21.6%		25.5%
Citizen	6.3	(8.0)		6.3	(7.4)		23.1%		22.1%
Children Under 18	6.7	(8.7)		6.6	(7.3)		23.2%		21.2%
No Kids Under 18	6.1	(7.0)		6.2	(7.2)		23.0%		23.9%
Children Under 6	7.5	(7.0)		7.5	(9.1)		20.8%		29.9%
No Kids Under 6	6.2	(7.9)		6.1	(6.9)		23.3%		21.6%

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

Table T9. Faculty Time Usage--Extension

	Actual % Time Spent		% Time Preferred		% Prefer More Extension Time	% Prefer Less Extension Time
	Mean	S.D.	Mean	S.D.		
All Faculty (N=126)	26.3	(27.5)	22.3	(26.3)	27.8%	38.1%
Women	24.0	(22.2)	20.3	(23.4)	26.7%	40.0%
Men	27.1	(29.1)	23.1	(27.3)	28.4%	37.9%
Untenured	19.0	(23.8)	19.2	(22.0)	43.2% *	21.6% *
Tenured	29.3	(28.5)	23.7	(27.9)	21.4%	44.9%
Biological	26.9	(27.3)	26.1	(27.1)	30.0%	32.0%
Physical	25.2	(30.8)	22.3	(29.4)	45.8%	29.2%
Social	26.7	(23.7)	19.0	(22.2)	17.1%	48.6%
Humanities	14.4	(17.4)	8.8	(13.7)	23.1%	46.2%
Science	26.3	(28.3)	24.8	(27.7)	35.1%	31.1%
Non-Science	23.3	(22.7)	16.3	(20.6)	18.8%	47.9%
URM	11.2	(17.2) *	9.8	(10.5)	53.9%	15.4%
Majority	28.4	(28.0)	24.1	(27.3)	24.3%	40.5%
Non-Citizen	**		**		**	**
Citizen	**		**		**	**
Children Under 18	22.6	(25.0)	16.3	(21.7) *	26.5%	42.9%
No Kids Under 18	27.6	(28.3)	26.7	(28.8)	30.9%	32.4%
Children Under 6	23.5	(32.0)	14.7	(23.2)	9.1%	54.6%
No Kids Under 6	25.7	(26.6)	23.1	(26.8)	31.1%	34.9%

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

** Too few cases of non-citizen Extension work to make meaningful comparisons.

Table T10. Faculty Time Usage--Outreach

	Actual % Time Spent		% Time Preferred		% Prefer More Outreach Time	% Prefer Less Outreach Time
	Mean	S.D.	Mean	S.D.		
All Faculty (N=384)	7.3	(10.1)	7.0	(9.2)	28.4%	27.3%
Women	6.6	(8.1)	6.4	(7.5)	27.0%	25.4%
Men	7.5	(10.8)	7.2	(9.8)	29.5%	27.5%
Untenured	4.5	(5.1) *	6.0	(5.4)	51.6% *	21.4%
Tenured	8.1	(11.1)	7.2	(10.1)	24.4%	29.2%
Biological	6.0	(6.9)	5.5	(6.9) *	24.8%	31.9%
Physical	8.3	(14.5)	7.2	(11.5)	27.5%	22.5%
Social	9.1	(11.2) *	9.8	(10.9) *	31.1%	24.3%
Humanities	6.0	(6.8)	5.4	(6.1)	30.5%	28.1%
Science	6.9	(10.7)	6.2	(9.1)	25.9%	28.0%
Non-Science	7.7	(9.6)	7.8	(9.3)	30.8%	26.0%
URM	6.9	(6.1)	6.6	(5.8)	31.0%	24.1%
Majority	7.2	(10.3)	7.0	(9.4)	28.6%	27.1%
Non-Citizen	4.8	(4.5)	4.6	(3.0)	26.3%	26.3%
Citizen	7.4	(10.3)	7.1	(9.5)	28.7%	27.0%
Children Under 18	6.2	(8.1)	7.1	(9.1)	32.9%	28.4%
No Kids Under 18	8.1	(11.5)	7.0	(9.4)	26.0%	26.0%
Children Under 6	4.3	(4.0) *	4.5	(5.0)	29.3%	41.5%
No Kids Under 6	7.7	(10.7)	7.4	(9.6)	28.9%	25.3%

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

Table T11. Faculty Time Usage--Other**

	Actual % Time Spent		% Time Preferred		% Prefer More "Other" Time		% Prefer Less "Other" Time
	Mean	S.D.	Mean	S.D.			
All Faculty (N=85)	13.0	(15.2)	8.4	(10.1)	23.5%		52.9%
Women	17.1	(16.2)	10.8	(13.1)	14.3%		66.7%
Men	11.9	(15.0)	7.6	(8.8)	26.2%		49.2%
Untenured	8.4	(7.4)	7.2	(9.8)	33.3%		55.6%
Tenured	14.2	(16.6)	8.9	(10.2)	21.2%		51.5%
Biological	15.3	(16.4)	12.0	(12.0)	23.8%		57.1%
Physical	15.4	(20.1)	8.7	(9.6)	26.7%		46.7%
Social	10.5	(7.1)	6.2	(9.5)	20.0%		55.0%
Humanities	7.3	(7.1)	9.5	(8.2)	30.0%		50.0%
Science	15.4	(18.5)	10.1	(10.7)	25.5%		51.0%
Non-Science	9.4	(7.1)	6.6	(9.0)	23.3%		53.3%
URM	6.2	(3.9)	6.6	(8.2)	40.0%		40.0%
Majority	13.7	(16.0)	8.6	(10.3)	22.7%		53.3%
Non-Citizen	***		***		***		***
Citizen	***		***		***		***
Children Under 18	10.4	(8.2)	9.7	(11.5)	36.4%	*	45.5%
No Kids Under 18	15.4	(18.9)	7.7	(9.1)	14.9%		57.5%
Children Under 6	10.5	(10.0)	11.3	(11.8)	41.7%		41.7%
No Kids Under 6	13.8	(16.4)	8.0	(9.9)	20.6%		54.4%

* T-test between groups significant at $p < .05$.
** Most common "Other" responses (write-in) include (national) professional service, business/consulting, grant writing, textbook preparation, clerical work, campus activities, collaborative research, and meetings.
*** Too few cases to report.

Section 3: Detailed Results by Topic

D. Professional Activities

This section included questions about various dimensions of the work environment for faculty at UW-Madison including feelings about work allocation, resources for research, service responsibilities, and interaction with colleagues.

b. Resources

Resources Summary

One of the major findings from MIT's 1999 report on the status of women[1] was that women faculty in School of Science had less space, equipment, and resources than their male peers. In this section of the survey instrument, we ask faculty whether they are satisfied with these resources provided at the UW-Madison. In addition, we ask about the availability of colleagues with whom to collaborate; differentials in utilization of these human resources are an area of concern as well.

Satisfaction with Equipment and Space

Overall, most faculty seem to agree that they have sufficient equipment and space for their research needs. Faculty are less satisfied with how the equipment is maintained, and lab space seems to be more of an issue than other kinds of space (office or animal space.) These findings are similar for men and women faculty; the only significant gender difference in space or equipment is agreement that "I have sufficient space for housing research animals." Of the 226 faculty respondents who have this need, 75.9% of men faculty agreed with the statement, compared to 56.0% of the women.

The biggest difference in satisfaction with equipment and space that we uncovered was between faculty in Biological and Physical science departments, and other faculty. Science faculty were significantly more likely to agree that "I have the equipment and supplies I need to adequately conduct my research," yet were significantly less likely to agree that "I receive regular maintenance upgrades of my equipment." Science faculty were also significantly more likely than other faculty to agree that "I have sufficient laboratory space." No significant difference in the adequacy of office space appeared between Science and non-Science faculty; however, faculty in the Humanities were significantly less likely than other faculty to agree that "I have sufficient office space." (Faculty in the Social Studies departments were more likely to agree with this statement than other faculty.)

Satisfaction with Internal Funding and Support

A common problem for the women faculty we interviewed is the lack of support for their various research and teaching activities. We wondered whether this was common to all faculty, or whether women were differentially denied access to these supports. We found that, overall, faculty were more pleased with the personnel support they receive (Technical/Computer support, Office support, Teaching support, and Clinical support) than the monetary support they receive. Less than half (42.7%) of all faculty agree that "I receive enough internal funding to conduct my research." Women faculty have significantly greater satisfaction with their access to internal funding than do men faculty. At the same time, they are less happy with their access to internal departmental travel funds, as significantly more women than men agree that "I would like to receive more department travel funds than I do." Untenured faculty follow the same pattern; they are much more likely than tenured faculty are to agree that they have enough internal funding to do their research, while they are much more likely to say that they would like more access to departmental travel funds. The pattern is opposite for Science faculty. Faculty in Biological and Physical science departments are significantly less likely to agree that they have sufficient internal funding for their research, and significantly less likely to want more departmental travel funds compared to their colleagues in non-Science departments. Faculty in Social Studies

[1] A Study on the Status of Women Faculty in Science at MIT. The MIT Faculty Newsletter, 11(4), March, 1999.

departments are especially pleased with their access to internal funding; faculty in Humanities departments are significantly less pleased with their access to departmental travel funds.

The human resources provided to faculty for their various duties is adequate for just over half of the faculty respondents. Faculty seemed to be most likely to agree that "I receive the amount of technical/computer support I need," as 68.6% of all faculty agreed with this statement. Women faculty were significantly less likely than men faculty to agree, and faculty in the Social Studies departments were significantly more likely to be happy with their computer support compared to faculty in other departments. Faculty with multiple appointments were also significantly more pleased with the computer/technical support they receive compared to other faculty.

Access to office support was adequate for 61.0% of faculty respondents. Women faculty, however, were significantly less likely to agree that "I receive enough office support." Approximately the same proportion of faculty were pleased with the levels of clinical support they receive (although only 196 faculty members reported a need for clinical support.) Again, women faculty were significantly less likely to agree that they receive the amount of support they need, as only 39.6% of women faculty agreed that "I have sufficient clinical support" compared to 66.0% of men faculty.

Finally, just over half (52.7%) of faculty agree that "I have sufficient teaching support (including T.A.s)." Although women were less likely than men to agree with the statement, the difference is not statistically significant. Faculty in Science departments appear to have the most access to teaching support, as 56.0% of the Science faculty agree with the statement, compared to only 48.9% of non-Science faculty. Finally, faculty who are not U.S. citizens are significantly more likely to agree that they have sufficient teaching support compared to non-Citizen faculty.

Availability of Colleagues

As reported in the section on Satisfaction with UW-Madison, "colleagues" is the one thing that gives faculty members the most job satisfaction. We asked faculty whether they agree that "I have colleagues on campus who do similar research" and "I have colleagues or peers who give me career advice or guidance when I need it." We found that about three-fourths of faculty agree with these statements overall. Women faculty and faculty who are Under-Represented Minorities are significantly less likely than other faculty to agree that there are colleagues on campus doing research similar to themselves, while faculty in the Biological science departments are more likely to agree compared to faculty in other departments. Women faculty appear to have about the same access to colleagues who can give advice as men faculty. However, faculty who are tenured report that they have access to colleagues who can give them career advice significantly less often than do untenured faculty. Finally, faculty in the Humanities are significantly less likely to agree that they have colleagues who give them career advice compared to faculty in other departments.

Collaboration Within and Outside UW-Madison

Because of the importance of working with one's colleagues in determining job satisfaction, we asked more detailed questions about research collaboration. We asked faculty members to report about their collaborations within the primary department, on the UW-Madison campus, and off the UW-Madison campus, both in the present and past collaborations. Most collaborations seem to occur with colleagues off-campus, as 71.8% of faculty currently collaborate with off-campus researchers, and 86.2% have ever done so. A smaller percentage of faculty have collaborated on campus, either currently or in the past, but these percentages are still over 50%.

Women faculty across the board appear to be engaging in fewer collaborations with colleagues—in their departments, on the UW-Madison campus, or off the campus—than their male colleagues. Collaborations with colleagues within one's primary department, especially, is an event that happens much less frequently for female faculty compared to their male colleagues. Only 43.4% of women faculty report that they are currently collaborating with colleagues within their departments, compared to 61.7% of men faculty. Faculty who are members of racial/ethnic minority groups are similarly less-like to have collaborations with their departmental colleagues.

The faculty who are most likely to engage in collaborative research are those in Biological and Physical science departments. Between 70-80% of Science faculty are currently engaging in collaborative research, and between 80-90% have ever had such collaborations, either on campus or off. This is in contrast to faculty in Social Studies or Humanities departments. Under 40% currently engage in collaborations with on-campus colleagues, and under 60% have ever engaged in collaborative work with colleagues on campus.

Because women and minorities are over-represented in non-Science departments, we ran some simple logistic regressions to see whether this explains the tendency of women and URM faculty to be less likely to currently collaborate on research with faculty in their primary departments. We found that controlling for whether the faculty member is in a non-Science department did indeed explain why URM faculty collaborate less with departmental colleagues than majority faculty, but that this did not explain women's lower rates of inter-departmental collaboration (either now, or in the past.) Similarly, when belonging to a non-Science department is controlled, women faculty still collaborated with off-campus colleagues significantly less-often than men faculty, both now and also in the past. What is interesting is the situation for research collaborations with colleagues on the UW-Madison campus, but not in the department. Overall, women faculty have these collaborations less than men faculty, but this difference *is* explained by women's over-representation in the non-Science departments, which tend to have fewer collaborations in general. Taken together, we are finding that women faculty tend to find the most research collaborators outside of their departments but on the UW-Madison campus. They do not go outside the UW for collaboration as often as their male colleagues, nor do the collaborate within the department as often as men do.

Summary: Resources

We defined the "resources" available to faculty members at UW-Madison in a number of ways: space, equipment, staff support, and availability of colleagues with whom one can collaborate. We found that overall faculty seem to feel that the availability of all of these resources is adequate, although there seems to be room for improvement especially in regards to keeping equipment upgraded and maintained, the availability of adequate laboratory space, the availability of internal research funding (including funds for travel), and teaching support.

Women faculty fared better in their satisfaction with some resources (e.g., space and equipment, internal funding) compared to others (e.g., staff support, research collaborations.) Although women and men were not differentially dissatisfied with their equipment and space, this does not imply such differences do not exist. A study of the actual square footage of space is still in order; it just might not be as important priority as a more in-depth study of differences in access to staff support, or working on a departmental climate that differentially supports research collaborations for male faculty rather than female faculty.

In addition to the gender differences that arose, major differences in access to resources between faculty in Science departments and non-Science departments appeared. Certainly, the need for these resources differs depending on discipline; still, faculty respondents did respond to these

questions in ways that made sense for their departments. The main divisional differences are that Science faculty are more satisfied with equipment and space than non-Science faculty, and are much more likely to have research collaborations on campus than are non-Science faculty. Satisfaction with staff support seems to be about the same across divisions, except that Science faculty may have more access to teaching support compared to non-Science faculty.

These findings point towards more detailed analyses of differential faculty access to resources. The findings for space, equipment and staff support should be augmented with institutional data comparing the actual distribution of these resources across different groups. The findings regarding differences in research collaboration (especially for women and minority faculty) should be investigated in more detail with multivariate models, and illuminated with qualitative data to more fully understand the reasons for the differences.

Table R1. Satisfaction with Equipment and Space

	Equipment		Space		
	Have Needed Equip. (N=1275)	Equip. Regularly Maintained (N=1176)	Sufficient Office Space (N=1307)	Sufficient Lab Space (N=723)	Sufficient Animal Space (N=226)
All Faculty	79.9%	51.7%	77.1%	63.1%	71.7%
Women	76.6%	50.1%	76.9%	63.8%	56.0% *
Men	81.4%	52.3%	77.2%	62.9%	75.9%
Untenured	87.7% *	56.3%	81.1%	59.4%	69.0%
Tenured	77.6%	50.5%	75.9%	64.5%	72.6%
Biological	82.5%	45.0% *	80.2%	65.6%	74.5% *
Physical	83.8%	47.4%	76.4%	64.1%	**
Social	80.7%	66.6% *	82.0% *	59.1%	61.5%
Humanities	69.3% *	49.0%	65.8% *	38.9% *	**
Science	83.0% *	45.8% *	78.8%	65.1% *	73.6%
Non-Science	76.3%	59.8%	75.7%	53.9%	52.9%
URM	78.5%	57.9%	77.8%	51.1%	68.8%
Majority	80.6%	51.5%	77.3%	64.3%	71.4%
Non-Citizen	81.5%	57.9%	74.8%	57.4%	81.3%
Citizen	79.8%	51.2%	77.6%	63.8%	70.9%
Cluster Hire	85.1%	54.3%	80.9%	60.9%	66.7%
Not Cluster Hire	79.8%	52.0%	77.3%	63.0%	72.2%
Multiple Appt.	85.9% *	55.9%	80.3%	70.9%	78.6%
Single Appt.	78.7%	51.2%	76.8%	61.4%	71.1%

* T-test between groups significant at $p < .05$.
** Insufficient number of cases.

Table R2. Satisfaction with Internal Funding and Support

	Internal Funding		Support			
	Want More Dept. Travel Funds (N=1203)	Enough Internal Funding (N=1187)	Sufficient Tech/Comp. Support (N=1300)	Sufficient Office Support (N=1285)	Sufficient Teaching Support (N=1117)	Sufficient Clinical Support (N=196)
All Faculty	72.7%	42.7%	68.6%	61.0%	52.7%	60.2%
Women	77.6% *	48.5% *	62.0% *	55.6% *	50.9%	39.6% *
Men	70.3%	40.2%	71.7%	63.1%	53.3%	66.0%
Untenured	78.3% *	58.4% *	69.5%	60.9%	56.7%	65.4%
Tenured	70.9%	37.6%	68.3%	61.0%	51.4%	58.3%
Biological	66.9% *	39.7%	71.2%	61.5%	52.3%	60.9%
Physical	65.6% *	38.9%	62.8% *	59.5%	61.2% *	**
Social	72.7%	52.9% *	75.0% *	63.1%	52.8%	61.5%
Humanities	89.9% *	37.2%	61.9% *	60.3%	42.6% *	**
Science	66.5% *	39.4% *	68.1%	60.7%	56.0% *	61.0%
Non-Science	79.4%	46.8%	70.0%	62.0%	48.9%	55.9%
URM	76.8%	47.1%	69.4%	52.4%	47.9%	57.1%
Majority	71.8%	42.6%	69.1%	61.9%	53.2%	59.9%
Non-Citizen	76.6%	52.0% *	70.1%	61.7%	63.3% *	50.0%
Citizen	72.1%	41.7%	68.7%	61.2%	51.3%	60.4%
Cluster Hire	74.4%	60.5% *	70.5%	47.7%	52.4%	**
Not Cluster Hire	72.5%	42.1%	68.9%	61.8%	52.6%	60.2%
Multiple Appt.	68.4%	48.5%	76.6% *	65.8%	53.1%	73.1%
Single Appt.	73.5%	41.6%	67.2%	60.3%	52.5%	58.1%

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

** Insufficient number of cases.

Table R3. Availability of Colleagues

	Colleagues			
	On Campus, Similar Research (N=1275)		Give Career Advice When Needed (N=1227)	
All Faculty	76.6%		70.0%	
Women	72.1%	*	70.3%	
Men	78.5%		69.8%	
Untenured	71.1%	*	82.0%	*
Tenured	78.5%		65.9%	
Biological	80.1%	*	73.0%	
Physical	76.6%		70.1%	
Social	73.8%		70.4%	
Humanities	74.5%		63.1%	*
Science	78.8%		72.0%	
Non-Science	74.1%		67.5%	
URM	64.8%	*	67.0%	
Majority	77.8%		70.4%	
Non-Citizen	80.5%		74.1%	
Citizen	76.2%		69.4%	
Cluster Hire	80.4%		80.9%	
Not Cluster Hire	76.6%		69.5%	
Multiple Appt.	79.5%		72.0%	
Single Appt.	76.1%		69.5%	

* T-test between groups significant at $p < .05$.
** Includes both current and past collaboration.

Table R4. Collaboration Within and Outside UW-Madison

	Currently Collaborate (N=1318)			Ever Collaborated** (N=1315)		
	In Primary Dept.	On UW-Madison Campus	Off UW-Madison Campus	In Primary Dept.	On UW-Madison Campus	Off UW-Madison Campus
All Faculty	56.2%	56.0%	71.8%	74.5%	69.9%	86.2%
Women	43.4% *	47.6% *	62.5% *	60.8% *	62.0% *	79.5% *
Men	61.7%	59.6%	76.0%	80.5%	73.1%	89.2%
Untenured	55.1%	52.8%	70.7%	61.8% *	60.1% *	81.0% *
Tenured	56.7%	57.0%	72.2%	78.6%	73.0%	87.9%
Biological	70.4% *	77.2% *	78.5% *	84.8% *	89.3% *	89.4% *
Physical	70.4% *	62.0% *	82.2% *	88.5% *	72.5%	90.3% *
Social	47.0% *	40.3% *	68.6%	67.3% *	58.1% *	86.9%
Humanities	24.6% *	28.1% *	51.3% *	47.3% *	43.6% *	74.2% *
Science	70.4% *	71.7% *	79.8% *	86.2% *	83.2% *	89.7% *
Non-Science	38.3%	35.6%	61.9%	59.6%	52.6%	82.0%
URM	46.9% *	49.6%	70.3%	61.3% *	62.7%	83.6%
Majority	57.1%	56.9%	72.0%	75.8%	70.6%	86.6%
Non-Citizen	57.3%	53.6%	73.9%	68.8%	64.2%	84.1%
Citizen	56.0%	56.0%	71.8%	75.3%	70.4%	86.7%
Cluster Hire	51.1%	57.5%	74.5%	58.7% *	58.7%	82.6%
Not Cluster Hire	56.2%	55.5%	71.7%	74.9%	70.0%	86.4%
Multiple Appt.	58.8%	59.2%	71.7%	75.7%	73.4%	86.9%
Single Appt.	55.4%	54.8%	71.8%	74.1%	68.8%	86.1%

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

** Includes both current and past collaboration.

Section 3: Detailed Results by Topic

D. Professional Activities

This section included questions about various dimensions of the work environment for faculty at UW-Madison including feelings about work allocation, resources for research, service responsibilities, and interaction with colleagues.

c. Leadership

Leadership Summary

The "L" in WISELI stands for Leadership; one of the goals of our project is to increase the presence of women in top-level leadership positions both at the UW-Madison, and nationally. We asked several questions on the Study of Faculty Worklife at the UW-Madison instrument about faculty participation in formal leadership positions, both on- and off-campus. We were particularly interested in the participation patterns of senior faculty (i.e., full professors); as such, most analysis that follows includes only full professors.

Participation on Departmental Committees

Participation on certain committees in a department is particularly important, because decisions about resource allocation can take place there; alternatively, some committees require a large time commitment, but are relatively powerless. We chose seven committees that exist in most departments on campus, and asked faculty to indicate whether they had ever served on the committee, and had ever chaired it. (If a faculty member marked "yes" for chairing it, membership was assumed.) A faculty member could answer "NA" if their department does not have this committee. No effort was made to verify whether each department actually has a particular committee; faculty responses were grouped as-is. Table L1 shows the distribution of senior faculty across important departmental committees.

Resources. Two committees in particular control the main resources metered out by departments—space and salary. Less than half of UW-Madison faculty say they participate on space committees. Part of these low numbers may be related to the differing needs of departments for space; some of the faculty who answered "no" may not have a space committee in their department, and thus "NA" should have been the answer. Most faculty (70%) have participated on salary committees.

Women are less likely to participate on or chair space committees. This difference is not explained by women's over-representation in non-science departments (not shown.) No gender differences emerged in participation or chairing of salary committees, although women were less likely to do both (but not significantly so.) Faculty in the sciences (especially the Biological science departments) more often serve on and chair space committees, but less often serve on salary committees. Faculty in the Humanities are the least likely to serve on/chair space committees. Overall, non-Science faculty appear to be more involved in setting the salaries of departmental colleagues than Science faculty, while the opposite is true for space.

Faculty of color and faculty who are not U.S. citizens serve and chair space and salary committees less often than their majority/citizen full professor colleagues; however, this difference is not statistically significant except that minority faculty chair salary committees significantly less often than their majority counterparts.

Membership. Two types of committees determine the future membership of a department's faculty: promotion committees (determine who gets tenure, and who gets promoted to full professor), and search committees (which fill faculty position vacancies.) A strong majority of full professors, over 80%, have served on each of these committees, and around half have chaired them at least once. Women and men faculty; faculty of color and majority faculty; and citizen/non-citizen faculty are equally likely to serve on and chair these committees in their departments. Differences arise in participation among the different divisions, however. Science

faculty are less likely to serve on promotion/tenure committees, and are less likely to chair them, compared to their colleagues in Social Science and Humanities departments. Faculty in Physical science departments do not serve on faculty search committees as often as their colleagues in other divisions, and they are especially unlikely to chair them.

Low Reward. Some committees in a department perform essential functions, but are time consuming, low reward committees. Other research has shown that women and/or minority faculty tend to be placed on these committees more often (CITE HERE?) We asked about three such committees that exist in most departments—curriculum, graduate admissions, and diversity committees. Around three-quarters of all faculty have at least served on curriculum and graduate admissions committees (79.9% and 74.0%, respectively), while only about one-third (36.9%) have served on diversity committees within their departments. Many fewer have chaired them. As the literature suggests, women faculty are more likely to serve on these committees and chair them than are their male colleagues. This difference is statistically significant for serving on graduate admissions committees (82.9% of women full professors have served on these committees, compared to 71.8% of men faculty), and is also significant for serving on and chairing diversity committees. Women faculty are almost twice as likely as men faculty to do both.

Contrary to some studies, faculty of color participate on and chair curriculum and graduate admissions committees as often as their majority counterparts; the same is true for non-U.S.-citizen faculty compared to citizens. However, service on diversity committees shows the expected results for faculty of color—they are significantly more likely to serve on these committees than are majority faculty. Faculty of color also chair diversity committees more often than majority faculty, but this difference is not statistically significant. Interestingly, non-citizens are extremely unlikely to chair diversity committees (no respondents who were non-citizens reported chairing a diversity committee), and they also participate on them much less often than citizens, although this is not a statistically significant difference.

Participation on these three committees is much more common in the non-Science departments than in the Biological and Physical science departments. Faculty in Biological Science departments, especially, show low participation (either service or chair) on curriculum and graduate admissions committees. This is not merely a result of including all of the Medical School departments as Biological Science departments; the relationship holds when the Medical School faculty are removed from the analysis (not shown.) Participation on diversity committees is low in the Biological Science departments, and is even lower in Physical Science departments. Again, it is unknown how many Physical Science departments even have diversity committees; this is an issue that bears further analysis.

Leadership Positions at UW-Madison

We asked a number of questions about formal leadership positions at the UW-Madison, ranging from departmental leadership (such as chair or associate chair), to college-level leadership such as dean or associate dean, to leadership in research (e.g., PI on a grant.) Table L2 reports the results; analysis was again restricted to full professors, as they are the faculty who are most likely to be eligible for these high-level positions.

Overall, most (86.5%) senior faculty have been Principal Investigator (P.I.) on a research grant at some time in their careers, and around two-thirds (65.5%) are currently PIs. Other research-related leadership positions, such as Center/Institute Director or P.I. on an Educational Grant, are held less often but still a sizeable number (one-quarter to one-third) of faculty have ever-held these positions. Interestingly, around one-third of full professor respondents have held the

department chair position at some time, even though only 11.6% of faculty currently hold the position. The high proportion of past chairs included in the rank-and-file faculty point to a large number of potential campus leaders among our faculty.

Gender differences in formal leadership positions are few in our data. Women full professors take on department chair, dean, section head, and PI on an education grant as often as their male colleagues. However, women faculty have less often served as Center/Institute Directors, and are less likely to be a PI on a research grant. This would be troubling, except that both relationships appear to be explained by women's over-representation in the non-Science departments. Once this is controlled, the significant relationship disappears.

The same cannot be said for the under-representation of faculty of color as PIs of research grants. No difference exists between faculty of color and majority faculty in percentage who are PIs on a research grant, but the difference in "ever held" a PI position is not explained once science/non-science department is controlled. Faculty who are non-citizens are less likely to hold or have ever held a PI position on an educational grant.

The divisional affiliation of a senior faculty member appears to have the greatest impact on whether a leadership position is held. Faculty in Biological and Physical science departments are less likely to have been a department chair; less likely to have been an assistant or associate dean; and less likely to be a section or area head. On the other hand, faculty in these Science departments are more likely to be a PI on a research grant. Interestingly, faculty in Social Studies and Physical Sciences departments are most likely to be (or have been) a center/institute director; significantly fewer center/institute directors exist among the Biological science and Humanities faculty.

Leadership Positions Outside UW-Madison

Senior faculty can exert leadership in ways other than official positions within the UW-Madison; they can also take official leadership positions on government panels, within their professional organizations, and within the community. Anecdotal evidence exists that women faculty in particular exert their leadership off-campus; we wanted to know whether this was true in general for full professors at the UW-Madison.

Table L3 shows how senior faculty responded to our questions about their participation in important discipline-related leadership positions. The table shows high participation in these national activities. Around 40% of full professors reported being a current or past president of their professional organization, or an editor of a journal. Almost 60% of senior faculty reported chairing a major committee in their professional organization, or being a member of a national panel. Finally around one-fourth of senior faculty reported being president of a service organization.

Little difference in this national leadership was found by gender. The one place where women full professors showed less leadership than their male colleagues is in being journal editors. Only 32.2% of women full professors reported being a journal editor, compared to 41.8% of men. No significant differences were found between faculty of color and majority faculty.

Faculty who were non-citizens, however, appear to participate in national leadership activities less often than their U.S. peers. Non-citizens are journal editors and national panel members as often as citizens; their lack of leadership activities appears to be primarily in national organizations, an interesting pattern, and one which suggests further study.

Finally, some differences exist among divisions. Physical scientists are less-active in their national organizations compared to other divisions. Social science faculty are more involved in community service activities than other faculty. Biological science professors are significantly more likely to be journal editors and national panel members compared to their colleagues in other divisions, while the opposite is true for Humanities faculty. Overall, except for being a president of a service organization (an activity dominated by those in the Social sciences), Science faculty appear to be more active in outside leadership activities than are non-Science faculty.

Interest in Formal Leadership Positions

Finally, we wanted to gauge the interest of all faculty members in taking on formal leadership positions (e.g., dean, chair, center director) at the UW-Madison. Table L4 reports the responses of all faculty, as well as a separate analysis for full professors only. Little difference between the two groups was found—about a third of both groups was interested in taking on leadership positions at the UW-Madison. Of these, roughly forty percent said that they perceived barriers to taking on such a position.

Women faculty, whether junior or senior, showed a greater interest in taking on formal leadership positions than did male faculty; for the senior faculty, this difference is statistically significant. At the same time that women show more interest, they also perceive more barriers. Almost two times as many women faculty perceived barriers to taking on formal leadership positions at the UW-Madison, compared to men; a significant difference. No other significant differences among the groups studied were found.

Summary: Leadership

Overall, there were fewer gender differences in leadership activities of senior faculty than we expected to find. Most of the differences we uncovered were disciplinary in nature. The thesis that women have less access to resources because they are kept off of important committees may have some merit, as women faculty were less-often represented on space committees, and more often represented on committees such as graduate admissions committees. Although not significant, more men also serve on the other "resource-controlling" committee (salary), and more women serve on the other "low reward" curriculum committee. This argument has also been made for minority/majority faculty, but our survey results do not support this thesis for faculty of color.

Senior faculty exert a great deal of leadership through formal means, both on and off the UW-Madison campus. There is little gender or racial variation to these patterns of leadership, although a couple of significant coefficients indicate some potential areas for concern. First, women full professors are PIs on research grants less often than their male colleagues; they also are journal editors less often than their male colleagues.

Table L1. Service on Departmental Committees**

		RESOURCES				MEMBERSHIP				LOW REWARD					
		Space		Salaries		Promotion		Faculty search		Curriculum		Graduate Admissions		Diversity	
	N	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired
All Full Professors	774	44.2%	20.7%	70.0%	31.8%	82.1%	43.4%	89.2%	52.8%	79.9%	36.7%	74.0%	35.2%	36.9%	10.8%
Women	173	31.9% *	12.0% *	64.6%	26.1%	79.4%	43.4%	89.0%	46.2%	82.5%	38.5%	82.9% *	39.9%	56.3% *	19.7% *
Men	589	47.5%	22.7%	71.6%	33.7%	83.3%	44.1%	89.3%	54.7%	79.3%	36.1%	71.8%	34.2%	32.0%	8.5%
Biological	247	54.3% *	26.5% *	61.3% *	29.1%	79.6%	36.6% *	90.7%	52.9%	69.2% *	29.5% *	64.9% *	29.7% *	30.6% *	9.0%
Physical	170	45.9%	20.5%	73.9%	27.1%	75.2% *	35.4% *	82.4% *	43.7% *	77.2%	31.4%	73.1%	30.5%	21.6% *	4.6% *
Social	220	38.1%	20.0%	76.2% *	39.9% *	85.6%	54.3% *	92.7% *	63.9% *	88.0% *	49.3% *	76.5%	37.1%	49.2% *	18.8% *
Humanities	137	24.0% *	5.3% *	70.8%	29.5%	89.1% *	47.5%	89.1%	46.0%	89.1% *	35.6%	86.6% *	47.0% *	45.7% *	7.8%
Science	417	50.9% *	24.0% *	66.5% *	28.8% *	77.8% *	36.1% *	87.3%	49.1% *	72.5% *	30.3% *	68.4% *	30.1% *	26.9% *	7.1% *
Non-Science	357	34.0%	15.6%	74.1%	35.8%	86.9%	51.6%	91.3%	56.9%	88.5%	43.9%	80.3%	40.9%	48.0%	14.8%
Faculty of Color	45	36.8%	16.7%	68.3%	15.0% *	76.2%	31.7%	86.7%	47.7%	76.7%	28.6%	74.4%	31.0%	52.5% *	15.8%
Majority	710	44.3%	20.4%	70.3%	32.8%	82.6%	44.6%	89.9%	53.2%	80.0%	37.1%	74.3%	35.6%	35.8%	10.6%
Non-Citizen	49	34.2%	13.2%	67.4%	31.1%	77.6%	38.8%	79.2%	39.6%	70.8%	30.4%	73.5%	22.9%	27.5%	0.0% *
Citizen	716	44.6%	21.0%	70.3%	31.8%	82.8%	44.1%	89.9%	53.7%	80.5%	37.3%	74.3%	36.2%	37.9%	11.5%

* T-test between groups significant at $p < .05$.
** Only full professors are included.

Table L2. Leadership Positions on UW-Madison Campus***

	N	Asst. or Assoc. Chair		Department Chair		Asst. or Assoc. Dean		Dean[$]		Center/Institute Director		Section/Area Head		P.I. Research Grant		P.I. Educ. Grant		Other	
		Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**	Hold	Held**
All Full Professors	778	6.8%	21.9%	11.6%	32.1%	3.6%	6.9%	--	--	16.3%	25.9%	16.3%	30.5%	65.6%	86.5%	18.4%	31.3%	4.9%	7.4%
Women	175	6.4%	22.9%	12.1%	27.2%	6.3%	8.2%	--	--	13.8%	20.2% *	18.3%	35.1%	54.0% *	76.3% *	18.3%	31.8%	5.8%	10.7%
Men	592	6.9%	21.5%	11.7%	33.7%	2.7%	6.4%	--	--	17.4%	27.9%	15.9%	28.9%	68.8%	89.5%	18.6%	31.5%	4.8%	6.6%
Biological	248	7.3%	16.7% *	12.9%	27.6%	3.2%	5.9%	--	--	12.1% *	19.3% *	20.6% *	31.4%	85.5% *	96.0% *	21.0%	32.0%	4.9%	7.6%
Physical	171	9.9%	30.0% *	7.0% *	26.6%	1.2%	3.6% *	--	--	21.1%	29.6%	6.4% *	13.5% *	84.2% *	97.1% *	18.7%	27.8%	5.4%	7.9%
Social	221	4.1%	20.6%	13.1%	39.8% *	6.8% *	13.2% *	--	--	21.3% *	33.9% *	18.1%	37.3% *	53.6% *	84.9%	21.3%	37.7% *	3.7%	5.2%
Humanities	138	6.5%	23.0%	12.3%	34.3%	2.2%	2.9% *	--	--	10.1% *	19.6%	18.0%	39.1% *	25.9% *	59.3% *	8.6% *	24.5%	6.5%	10.0%
Science	419	8.4%	22.2%	10.5%	27.2% *	2.4%	4.9% *	--	--	15.8%	23.6%	14.8%	24.0% *	85.0% *	96.4% *	20.1%	30.2%	5.1%	7.7%
Non-Science	359	5.0%	21.6%	12.8%	37.7%	5.0%	9.2%	--	--	17.0%	28.4%	18.1%	38.0%	42.9%	74.9%	16.4%	32.6%	4.8%	7.1%
Faculty of Color	44	2.3%	18.2%	15.9%	31.1%	2.3%	2.3%	--	--	11.4%	18.2%	20.5%	31.8%	63.6%	70.5% *	6.8% *	27.3%	4.6%	8.9%
Majority	715	7.1%	22.1%	11.6%	32.3%	3.5%	7.0%	--	--	16.8%	26.4%	16.3%	30.4%	65.5%	87.7%	19.3%	31.9%	5.1%	7.5%
Non-Citizen	49	10.2%	20.4%	12.2%	25.0%	0.0%	2.1%	--	--	10.2%	14.6%	8.2%	16.3% *	65.3%	77.6%	12.2%	18.8% *	0.0%	0.0% *
Citizen	719	6.6%	22.0%	11.7%	32.9%	3.8%	7.2%	--	--	17.0%	26.7%	16.8%	31.7%	65.2%	87.1%	18.8%	32.4%	5.4%	8.0%

* T-test between groups significant at $p < .05$.
** "Held" includes those answering "Currently Hold" AND "Ever Held".
*** Only full professors are included.
[$]Too few respondents to report.

Table L3. Leadership Positions outside UW-Madison Campus**

	N	President, Prof. Assn.		President, Service Org.		Major Committee Chair, Prof. Association		Journal Editor		National Panel Member	
All Full Professors	784	43.6%		25.8%		59.3%		39.7%		57.0%	
Women	177	44.1%		24.9%		54.2%		32.2%	*	58.8%	
Men	595	44.0%		26.3%		60.8%		41.8%		56.1%	
Biological	250	48.0%		25.3%		62.8%		46.2%	*	64.0%	*
Physical	171	35.7%	*	15.2%	*	56.1%		41.5%		61.4%	
Social	222	44.1%		36.0%	*	61.7%		36.9%		51.8%	
Humanities	141	44.7%		23.4%		53.2%		30.5%	*	47.5%	*
Science	421	43.0%		21.2%	*	60.1%		44.3%	*	63.0%	*
Non-Science	363	44.4%		31.1%		58.4%		34.4%		50.1%	
Faculty of Color	45	37.8%		28.9%		62.2%		37.8%		64.4%	
Majority	720	44.3%		25.6%		58.9%		39.5%		56.4%	
Non-Citizen	49	22.5%	*	6.1%	*	42.9%	*	44.9%		51.0%	
Citizen	725	45.4%		27.4%		60.6%		39.4%		57.4%	

* T-test between groups significant at $p < .05$.
** Only full professors are included.

Table L4. Interest in Formal Leadership Positions

	All Faculty				Full Professors Only			
	N	Interest	Barriers**		N	Interest	Barriers**	
All Faculty	1312	37.1%	41.1%		766	35.9%	44.2%	
Women	381	40.7%	58.4%	*	165	45.5%	63.0%	*
Men	908	35.6%	33.2%		589	33.3%	36.8%	
Untenured	321	33.6%	34.3%		n/a	n/a	n/a	
Tenured	989	38.3%	43.1%		n/a	n/a	n/a	
Biological	453	37.3%	39.3%		246	33.7%	37.0%	
Physical	261	34.5%	33.0%		169	33.7%	41.1%	
Social	346	37.3%	47.2%		214	39.3%	47.6%	
Humanities	224	40.2%	42.5%		137	37.2%	54.2%	
Science	714	36.3%	37.1%		415	33.7%	38.7%	
Non-Science	570	38.4%	45.3%		351	38.5%	50.0%	
Faculty of Color	88	37.5%	45.2%		44	36.4%	40.0%	
Majority	1189	37.0%	41.0%		703	35.6%	44.0%	
Non-Citizen	138	28.3%	35.9%		48	29.2%	50.0%	
Citizen	1151	37.9%	41.6%		708	36.0%	43.7%	

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

** Only reported for those who indicate an interest in formal leadership positions.

L5. What are the barriers preventing you from taking on formal leadership positions at the UW-Madsion? (Full Codebook)

Current work situation does not allow one to take a leadership position

Factor	N
Current workload	25
Could not maintain program/little release time	38
Colleague coverage-must stay to maintain department	11
Main focus on tenure	10
Current appointment	6
Employed by non-UW agency	3

Discrimination/exclusion

Factor	N
Personal qualities (age, sex, ethnicity, etc.)	22
Glass ceiling/discrimination	6
"Old boys" mentality/precedent/"inner circle"	14

Personal reasons

Factor	N
Family/home/personal life	12
Personal doubts about ability/likelihood of success	3
Too personal to discuss	1
Health problems	1

Lack of experience/knowledge

Factor	N
Lack of experience	3
Work qualities (seniority, program not mature yet, etc.)	17
Lack of info about leadership needs/training/etc.	12

Opportunities to take on leadership positions are limited

Factor	N
Inadequate search process	2
Present leadership wants to maintain status quo	1
Placement within the University	4
Institutional memory of commitments made in the past	1
Limited leadership position opportunities/availability	12
Unwillingness of leader to share authority	1

No/very little interest--undesireable aspects of leadership positions are barriers

Factor	N
Leaving UW soon	3
NO/very little interest in doing a leadership position	8
In a leadership position in the past	5
Dealing with problems	4
Evening/late afternoon commitments requirement	2
Want to maintain autonomy	2
Lack of appreciation for leadership positions	1
Too long of a commitment	1
Bureaucracy	1
Salary	7
No reward for taking leadership position	7

Lack of support

Factor	N
Lack of support	21
A colleague/colleagues	8
Innovative/progressive leadership discouraged	10
Lack of professional contacts	2
Professional differences	2
Acknowledgement of one's discipline	2
Current leadership position not recognized	1

Other

Factor	N
Networking opportunities	1
Already in a leadership position	5
Miscellaneous	5

Highlighted entries are topics mentioned most often (top 3).

Section 3: Detailed Results by Topic

D. Professional Activities

This section included questions about various dimensions of the work environment for faculty at UW-Madison including feelings about work allocation, resources for research, service responsibilities, and interaction with colleagues.

d. Professional interactions

Workplace Interactions Summary

The *Faculty Worklife* survey incorporated a number of questions that asked faculty to evaluate the quality of their workplace interactions along five thematic dimensions: respect in the workplace, informal departmental interactions, colleagues' valuation of research, isolation and "fit," and departmental decision-making. Overall, UW-Madison faculty characterized their workplace interactions as positive and high-quality on each of these dimensions. Yet, some faculty groups' responses to the 18 items were consistently different from their peers:

- Women responded more negatively to all items as compared with men;
- Department chairs responded more positively to most items as compared with all other faculty;
- Faculty of color tended to respond more negatively to all items than their majority peers;
- Faculty who describe their research as "non-mainstream" responded more negatively to all items than their colleagues doing "mainstream" research.

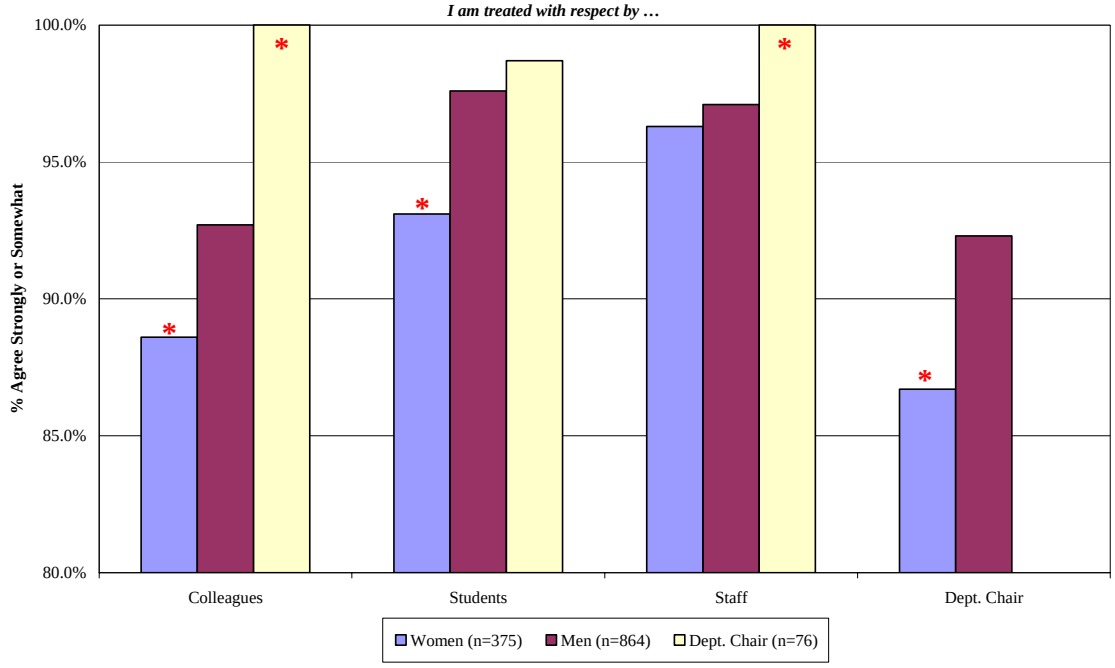
Detailed Results

Respect in the Workplace

Overall, faculty painted a positive picture of respect in the workplace on the UW-Madison campus. On average, 93.8% agreed that colleagues, students, staff, and department chairs treated them with respect. However, some faculty's responses were statistically different than others:

- Women were less likely to agree they are treated with respect by colleagues, students, and department chairs than men faculty (Figure 1)
- Department chairs were more likely to report being treated with respect by colleagues and staff (Figure 1)

Figure 1. **Faculty Perceptions of Respectful Treatment in the Workplace, by Gender and Department Chair**

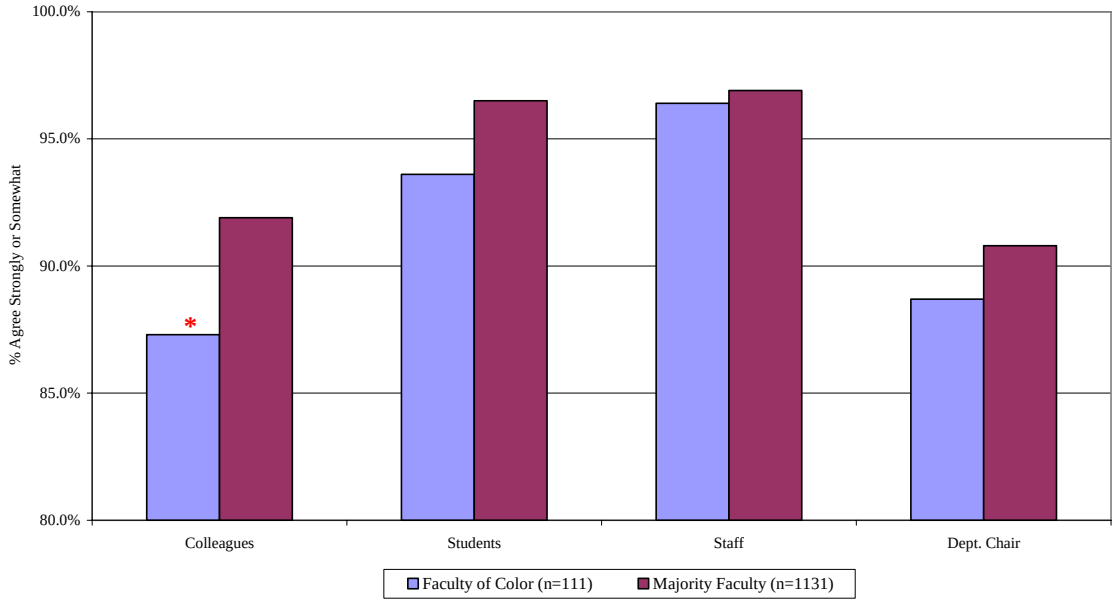


* indicates difference significant at $p < 0.05$

- Faculty of color and homosexual faculty were less likely to agree colleagues treat them with respect than majority or non-homosexual faculty (Figures 2 and 3)

Figure 2. **Faculty Perceptions of Respect in the Workplace, by Faculty of Color and Majority Faculty**

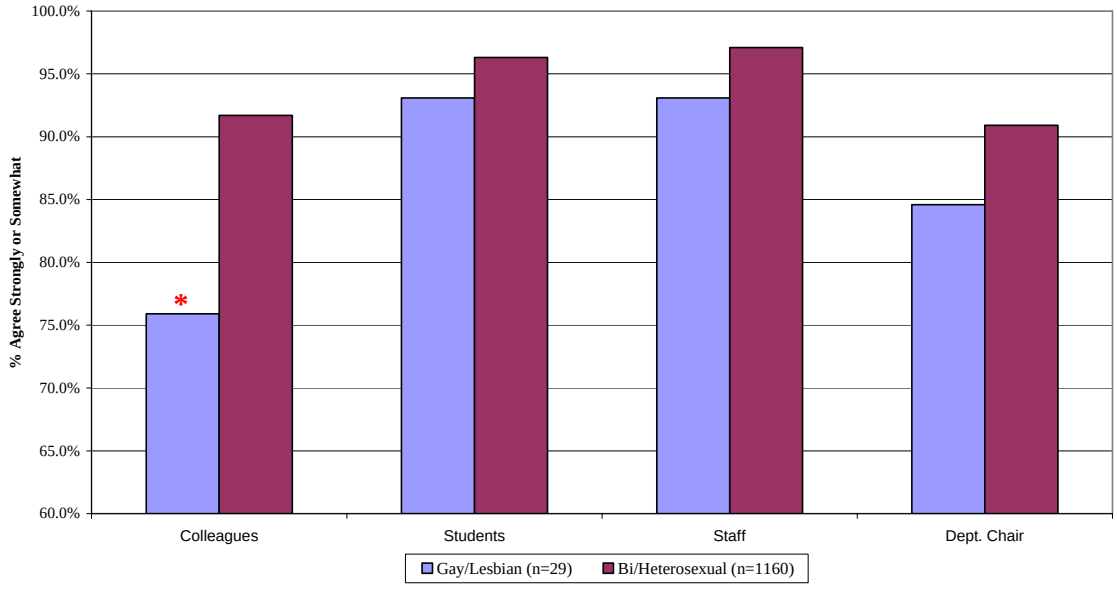
I am treated with respect by ...



* indicates difference significant at $p < 0.05$

Figure 3. **Faculty Perceptions of Respect in the Workplace, by Reported Sexual Orientation**

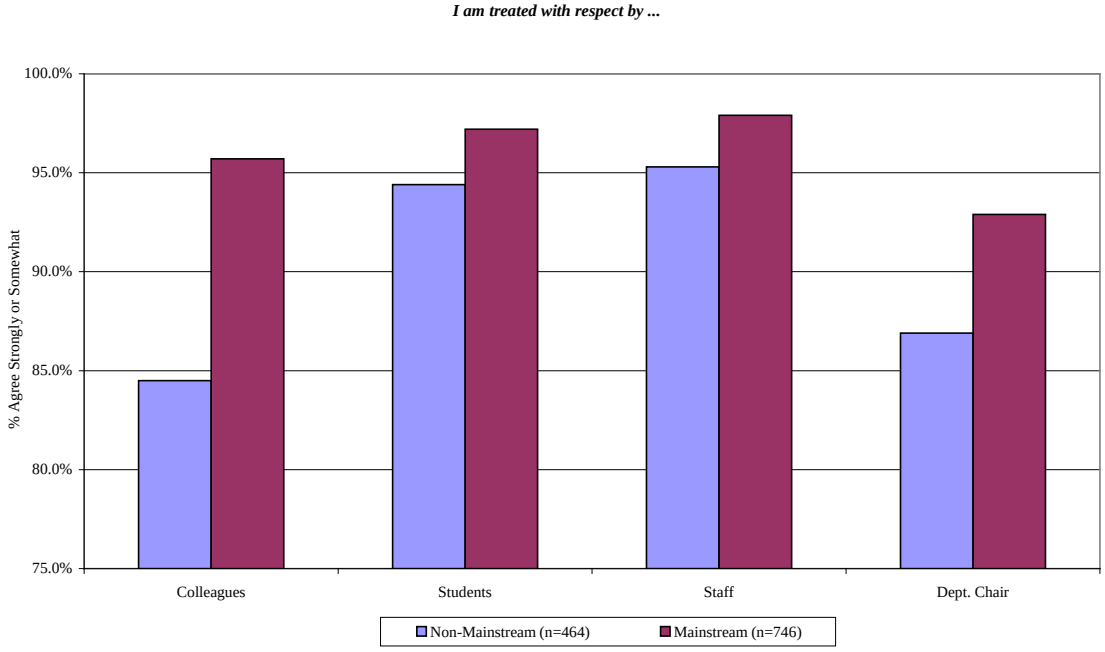
I am treated with respect by ...



* indicates difference significant at $p < 0.05$

- Faculty who identified their research as outside of the mainstream were less likely to agree they were treated with respect by colleagues, students, staff, and their department chairs, compared to those who identify their research as "traditional" (Figure 4)

Figure 4. **Faculty Perceptions of Respect in the Workplace, by Reported Research Tradition**

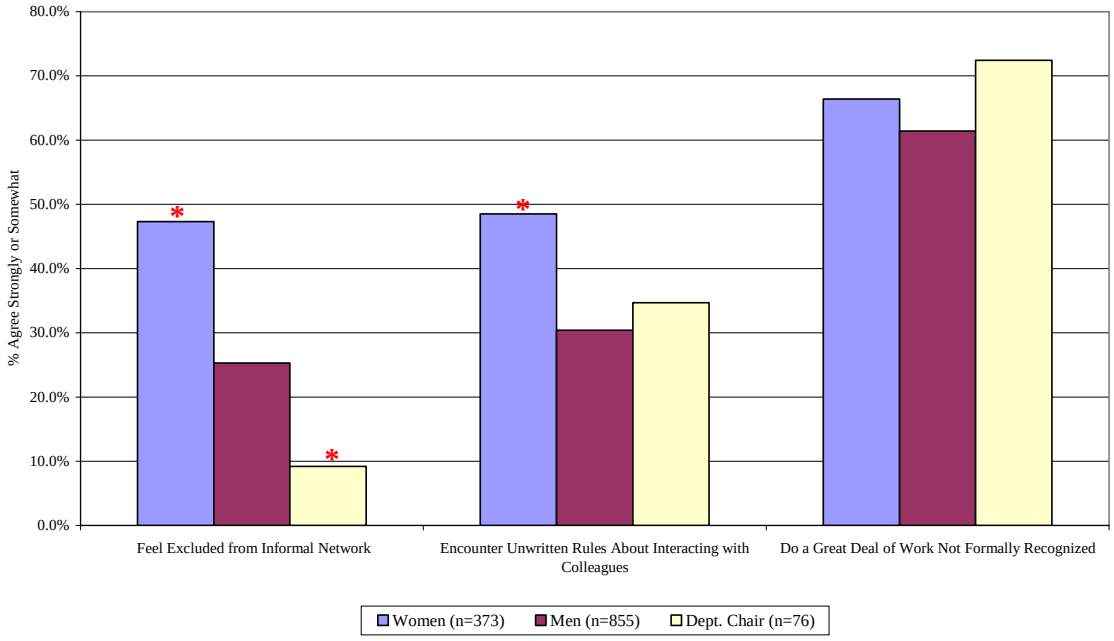


Informal Departmental Interactions

Faculty indicated mixed perceptions of the climate of informal department interactions. About one-third agreed that they feel excluded from their department's informal network and that they have encountered unwritten rules on how to interact with colleagues (32.0% and 35.9%, respectively). A majority of faculty also agreed that they do a great deal of unrecognized work (62.9%). Again, some faculty's responses differed statistically from others:

- Women faculty were more likely to report feeling excluded from informal networks and to agree they had encountered unwritten rules than men (Figure 5)
- Department chairs were least likely to agree that they feel isolated from their department's informal network (Figure 5)

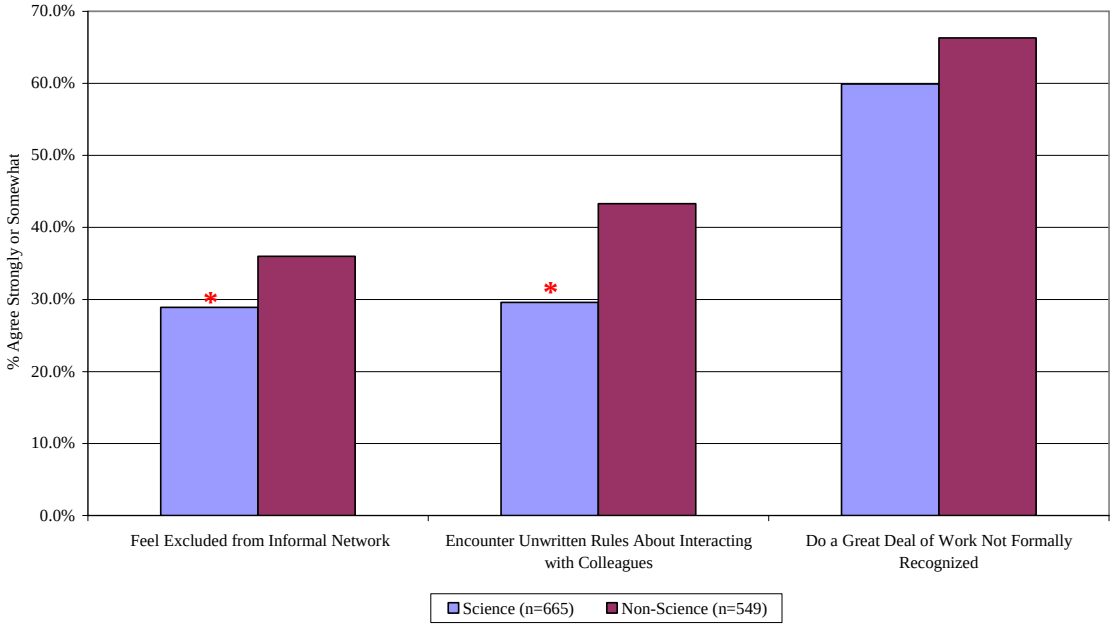
Figure 5. **Faculty Perceptions of Informal Departmental Interactions, by Gender and Department Chair**



* indicates difference significant at $p < 0.05$

- Science faculty were less likely to agree that they feel excluded or had encountered unwritten rules than non-science faculty (Figure 6)

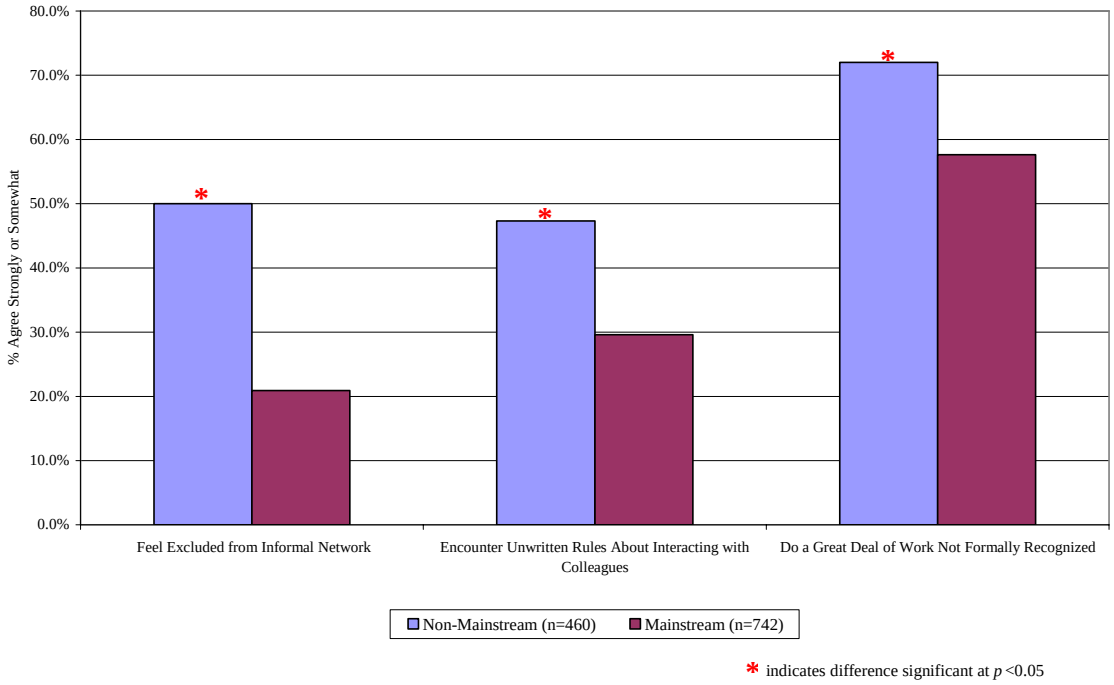
Figure 6. **Faculty Perceptions of Informal Department Interactions, by Science and Non-Science**



* indicates difference significant at $p < 0.05$

- Faculty who indicated their research was non-mainstream were more likely to agree they feel excluded from informal networks, have encountered unwritten rules, and do a lot of unrecognized work (Figure 7)

Figure 7. **Faculty Perceptions of Informal Department Interactions, by Reported Research Tradition**

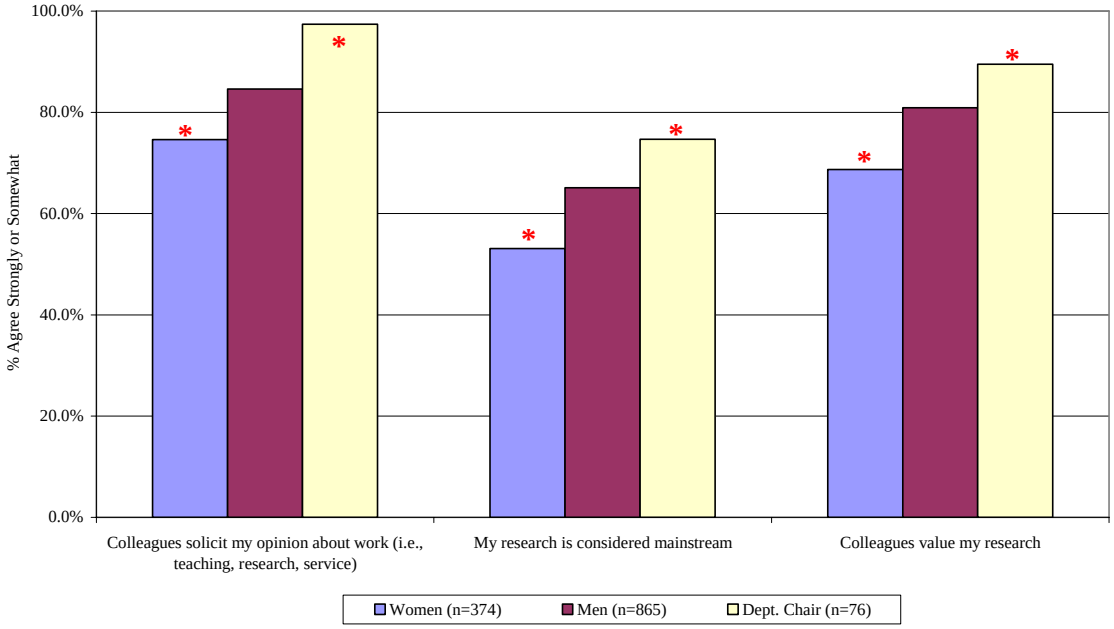


Colleagues' Valuation of Research

In general, faculty at UW-Madison agreed that colleagues value their research, seek out their opinions on work-related matters, and consider their research to be a part of the mainstream (77.3%, 81.6%, and 61.5% respectively). Again, some faculty responses were statistically different than others:

- Women were less likely to agree with each statement relating to colleagues' valuation of their research than men faculty (Figure 8)
- Department chairs were more likely to agree with each statement (Figure 8)

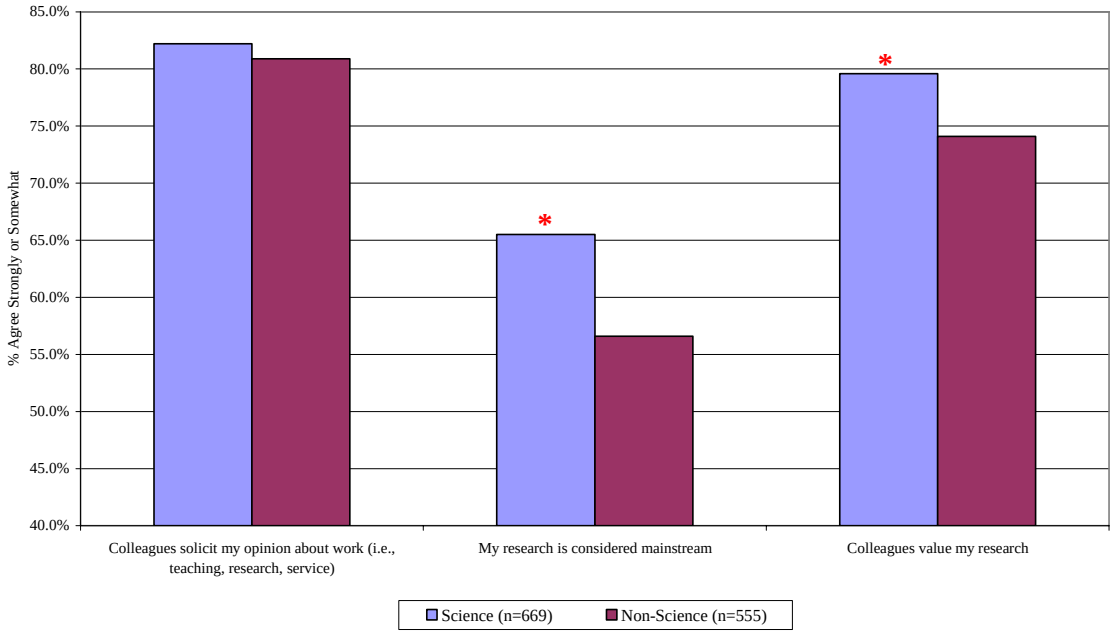
Figure 8. **Faculty Perceptions of Collegues' Valuation of Research, by Gender and Department Chair**



* indicates difference significant at $p < 0.05$

- Science faculty were more likely to agree colleagues value their research and consider it mainstream than non-science faculty (Figure 9)

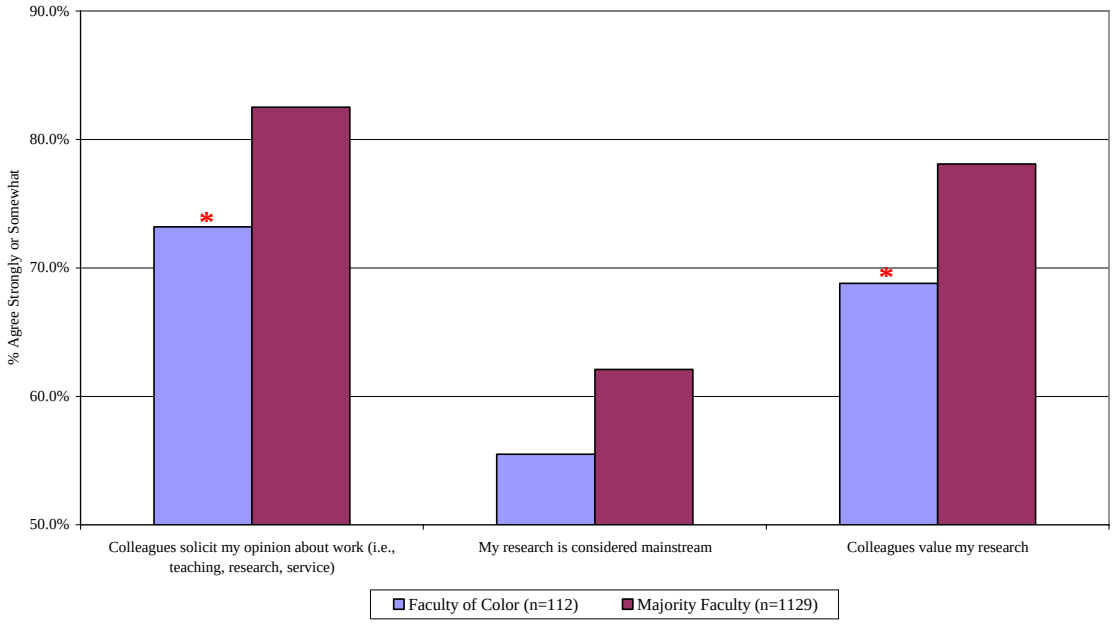
Figure 9. **Faculty Perception of Colleagues' Valuation of Research, by Science and Non-Science**



* indicates difference significant at $p < 0.05$

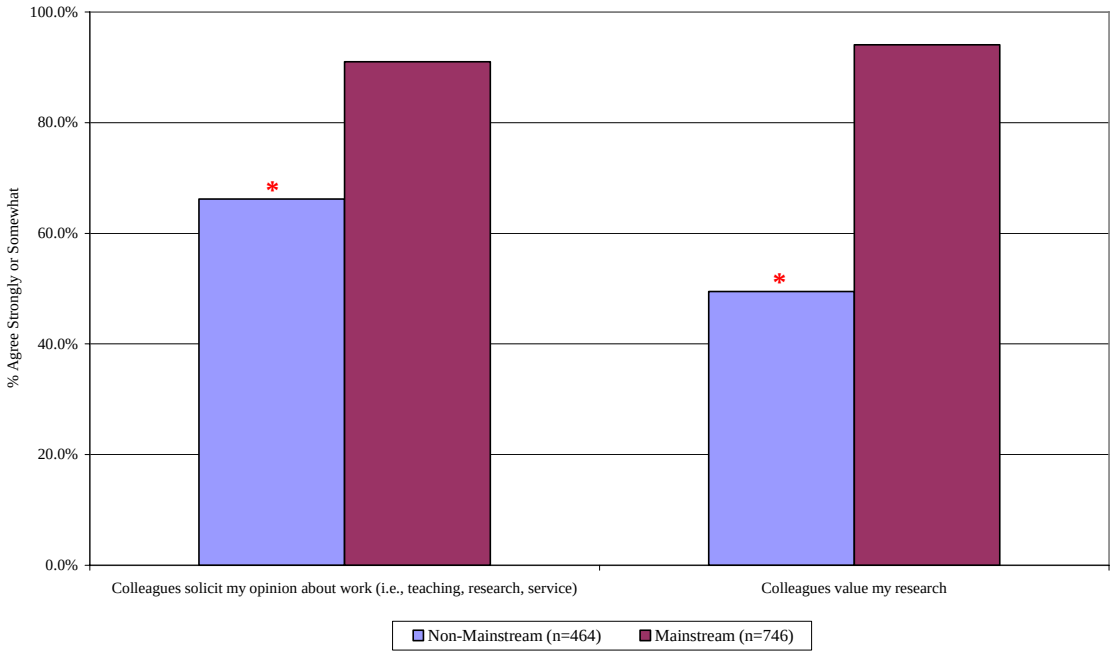
- Faculty of color and faculty in non-mainstream research traditions were less likely to agree colleagues solicit their opinions and value their research than majority and mainstream faculty (Figures 10 and 11)

Figure 10. **Faculty Perceptions of Colleagues' Valuation of Research, by Faculty of Color and Majority Faculty**



* indicates difference significant at $p < 0.05$

Figure 11. **Faculty Perceptions of Colleagues' Valuation of Research, by Reported Research Tradition**



* indicates difference significant at $p < 0.05$

Isolation and "fit"

The majority of faculty agreed that they "fit" with their department and disagreed that they feel isolated in their department and on the UW-Madison campus (74.7%, 71.0%, and 76.3% respectively). Some faculty's responses differed significantly:

- Women, faculty of color, and faculty who identify with a non-mainstream research tradition were all less likely to agree they "fit" with their department and more likely to agree they feel isolated in their department and on campus (Figures 12, 13, and 14)
- Department chairs were more likely to believe they "fit" in their department and less likely to report feeling isolated in their department (Figure 12)

Figure 12. **Faculty Perceptions of Isolation and "Fit," by Gender and Department Chair**

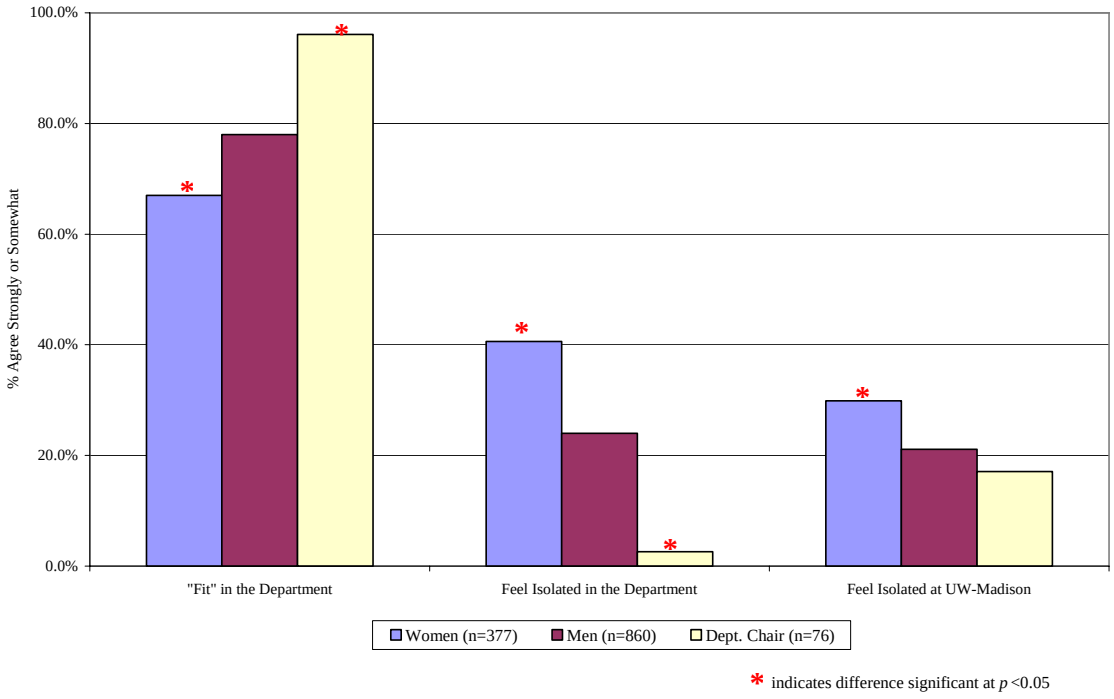


Figure 13. **Faculty Perceptions of Isolation and "Fit," by Faculty of Color and Majority Faculty**

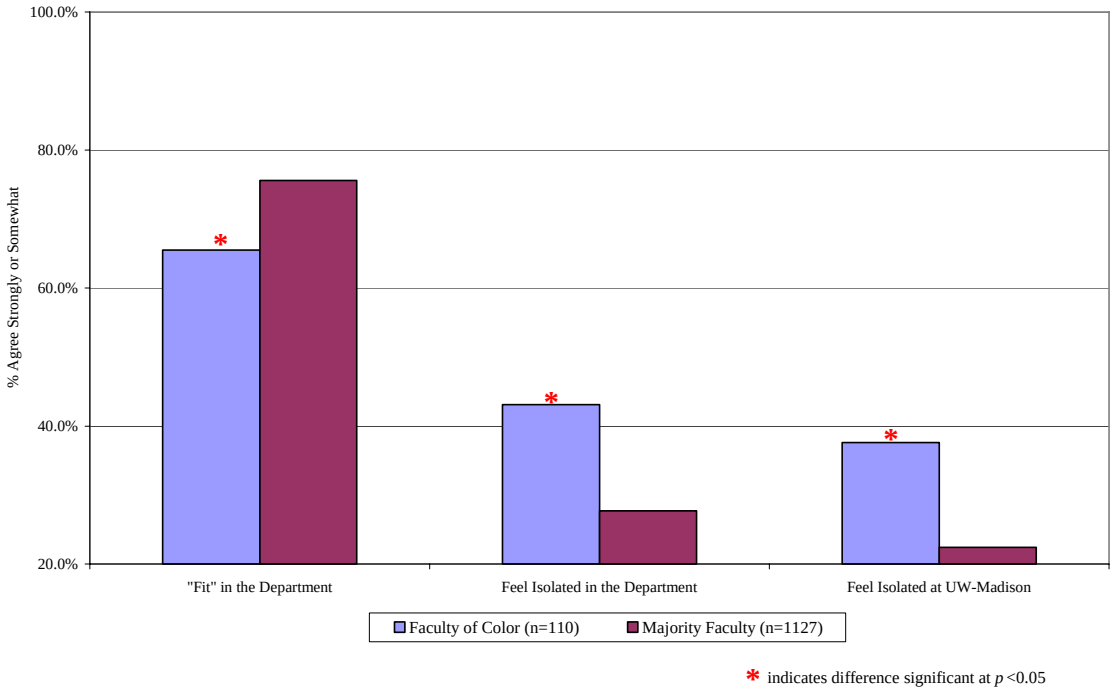
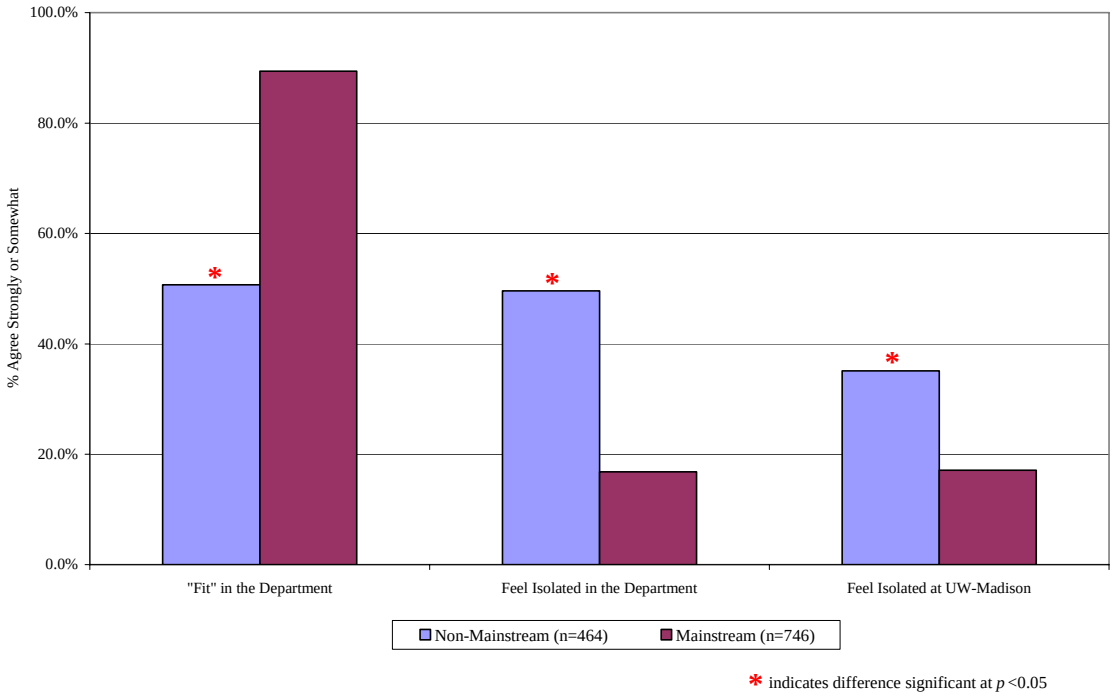


Figure 14. **Faculty Perceptions of Isolation and "Fit," by Reported Research Tradition**



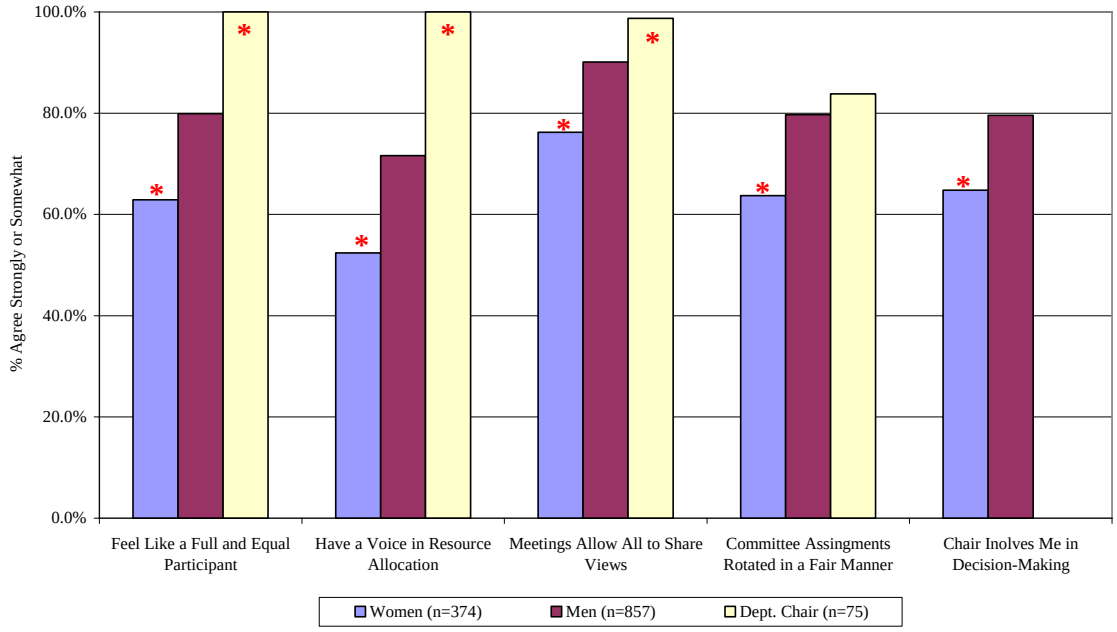
Departmental Decision-Making

Overall, faculty responses suggested a moderately positive perception of departmental decision-making. Faculty agreed that: they are an equal participant in decision-making and problem-

solving (74.8%), they have a voice in resource allocation (65.7%), all can share views at meetings (85.9%), committee assignments are rotated in a fair manner (74.9%), and that their chair involves them in decision-making (75.0%). Some faculty provided statistically different responses:

- Women faculty were less likely to agree with each statement about inclusive decision-making than men faculty (Figure 15)
- Department chairs were more likely to agree that they are a full and equal participant in decision-making, have a voice in resource allocation, and that all can share their views at meetings (Figure 15)

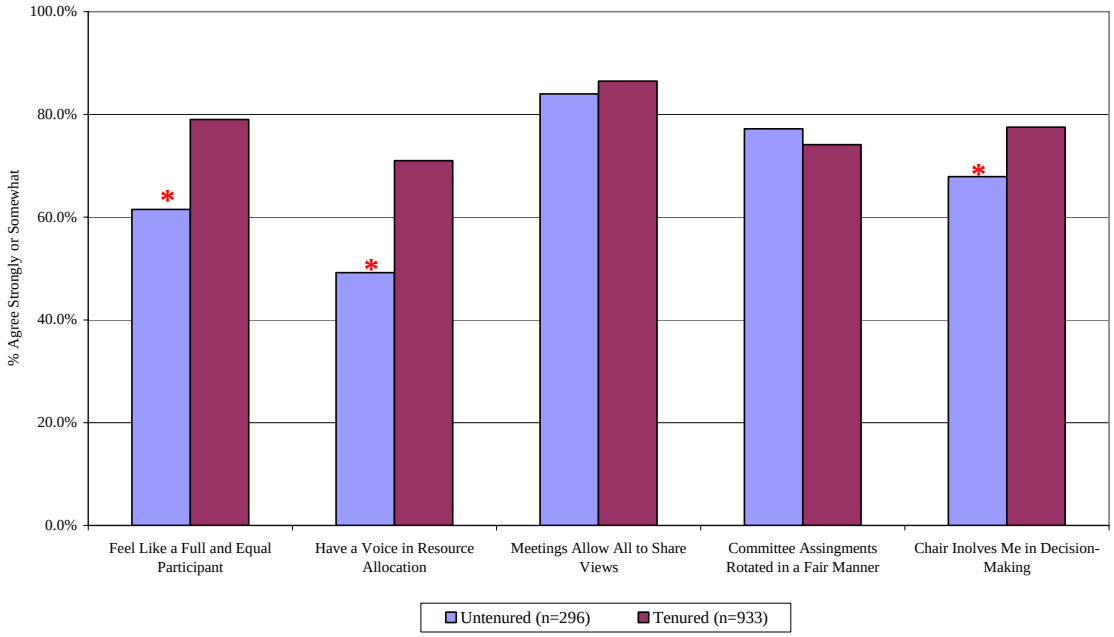
Figure 15. **Faculty Perceptions of Departmental Decision-Making, by Gender and Department Chair**



* indicates difference significant at $p < 0.05$

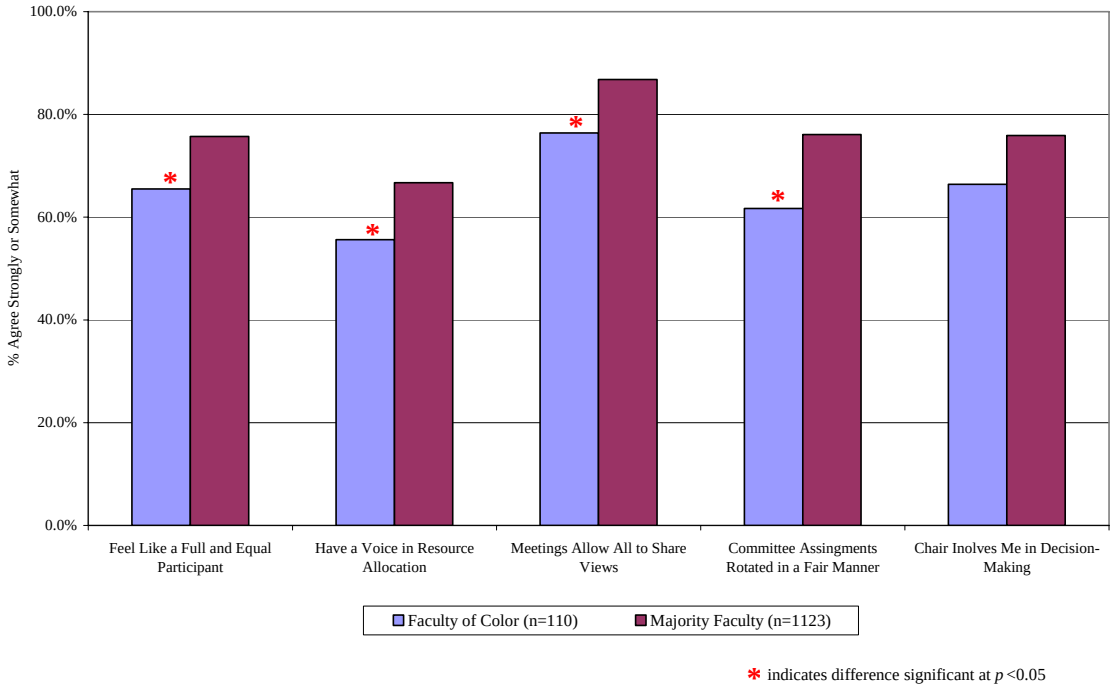
- Untenured faculty were less likely to agree they are a full participant, have a voice in resource allocation, and that their chair involves them in decision-making than tenured faculty (Figure 16)

Figure 16. **Faculty Perceptions of Department Descion-Making, by Tenure Status**



- Faculty of color were less likely to agree they have are equal participants or have a voice in resource allocation and that all can share views or committee assignments are fairly rotated than majority faculty (Figure 17)

Figure 17. **Faculty Perceptions of Departmental Decision-Making, by Faculty of Color and Majority Faculty**



- Faculty who identified their research as non-mainstream were less likely to agree they had experienced each dimension of inclusive departmental decision-making (Figure 18)

Figure 18. **Faculty Perceptions of Departmental Descion-Making, by Reported Research Tradition**

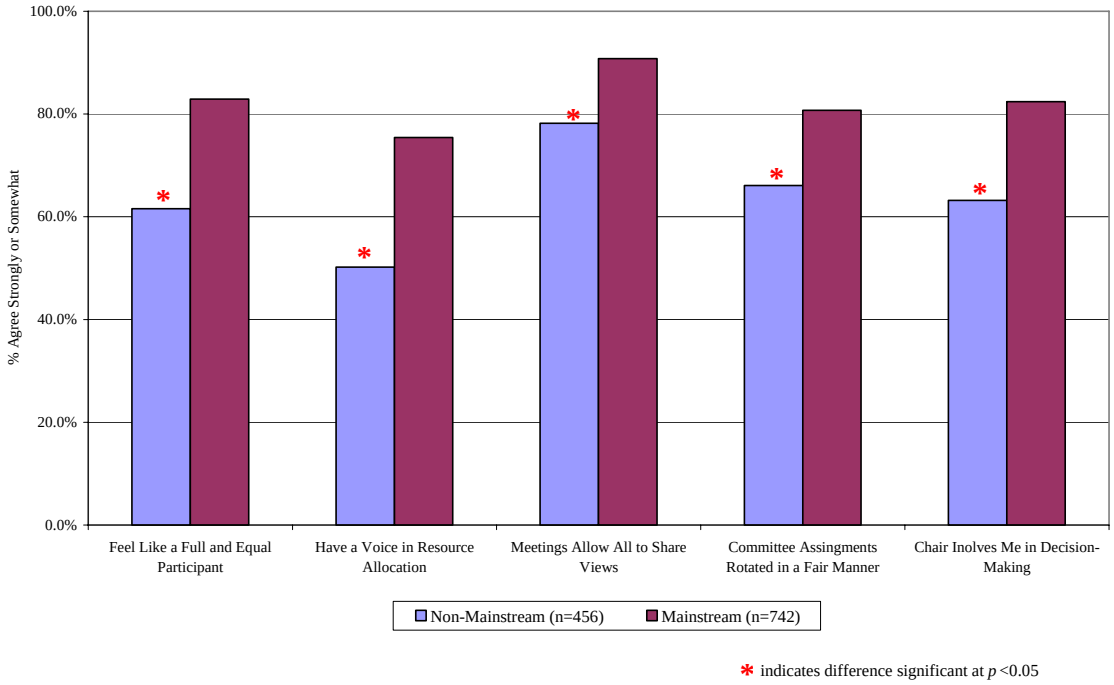


Table PI1. Treated With Respect in the Workplace

	N	Colleagues		Students		Staff		Department Chair**	
All Faculty	1241	91.5%		96.2%		96.9%		90.6%	
Women	375	88.6%	*	93.1%	*	96.3%		86.7%	*
Men	864	92.7%		97.6%		97.1%		92.3%	
Untenured	300	93.7%		93.3%	*	95.3%		92.3%	
Tenured	942	90.8%		97.1%		97.4%		90.0%	
Biological	431	91.0%		98.1%	*	97.7%		88.9%	
Physical	258	93.4%		93.8%	*	95.3%		91.0%	
Social	325	92.6%		95.4%		98.2%		92.1%	
Humanities	211	90.0%		96.2%		94.8%		91.3%	
Science	671	92.3%		96.4%		96.9%		90.1%	
Non-Science	553	91.0%		95.8%		96.8%		91.3%	
Faculty of Color	111	87.3%		93.6%		96.4%		88.7%	
Majority Faculty	1131	91.9%		96.5%		96.9%		90.8%	
Non-Citizen	133	91.7%		94.7%		91.7%	*	90.5%	
Citizen	1104	91.4%		96.4%		97.5%		90.6%	
Gay/Lesbian	29	75.9%	*	93.1%		93.1%		84.6%	
Bi/Heterosexual	1160	91.7%		96.3%		97.1%		90.9%	
Children Under 18	510	90.6%		95.9%		97.2%		91.4%	
No Kids Under 18	688	92.6%		96.4%		96.4%		90.2%	
Children Under 6	160	90.0%		93.1%	*	97.5%		91.6%	
No Kids Under 6	1037	92.0%		96.6%		96.6%		90.6%	
Cluster Hire	46	97.8%	*	97.8%		91.3%	*	93.5%	
Not Cluster Hire	1195	91.2%		96.1%		97.1%		90.5%	
Multiple Appts.	226	91.2%		96.0%		97.4%		92.9%	
Single Appt.	987	91.7%		96.1%		96.8%		90.2%	
Dept. Chair	76	100.0%	*	98.7%		100.0%	*	N/A	
Not Chair	1165	90.9%		96.0%		96.7%		90.6%	
Non-Mainstream	464	84.5%	*	94.4%	*	95.3%	*	86.9%	*
Mainstream	746	95.7%		97.2%		97.9%		92.9%	

* T-test between groups significant at $p < .05$; no adjustments made for multiple comparisons.
** Respondents who are Dept. Chairs are not included in analysis.

Table PI2. Informal Departmental Interactions

	N	Excluded		Unwritten Rules		Work Not Recognized	
All Faculty	1229	32.0%		35.9%		62.9%	
Women	373	47.3%	*	48.5%	*	66.4%	
Men	855	25.3%		30.4%		61.4%	
Untenured	298	33.8%		36.9%		47.0%	*
Tenured	931	31.4%		35.5%		68.0%	
Biological	427	31.6%		30.3%	*	64.4%	
Physical	257	25.8%	*	29.8%	*	53.3%	*
Social	322	34.2%		43.0%	*	67.4%	*
Humanities	209	37.6%		43.4%	*	64.1%	
Science	665	28.9%	*	29.6%	*	59.9%	*
Non-Science	549	36.0%		43.3%		66.3%	
Faculty of Color	110	48.2%	*	47.2%	*	66.4%	
Majority Faculty	1119	30.4%		34.8%		62.6%	
Non-Citizen	132	30.3%		35.6%		46.2%	*
Citizen	1093	32.2%		35.8%		64.9%	
Gay/Lesbian	29	48.3%		51.7%		69.0%	
Bi/Heterosexual	1149	31.5%		35.3%		62.9%	
Children Under 18	506	33.8%		36.9%		62.5%	
No Kids Under 18	683	30.9%		35.2%		63.3%	
Children Under 6	158	38.9%		36.7%		54.8%	*
No Kids Under 6	1029	31.1%		35.8%		64.1%	
Cluster Hire	46	34.8%		28.9%		50.0%	
Not Cluster Hire	1183	31.8%		36.2%		63.4%	
Multiple Appts.	223	29.6%		33.0%		61.9%	
Single Appt.	980	32.7%		36.5%		63.1%	
Dept. Chair	76	9.2%	*	34.7%		72.4%	
Not Chair	1153	33.5%		36.0%		62.3%	
Non-Mainstream	460	50.0%	*	47.3%	*	72.0%	*
Mainstream	742	20.9%		29.6%		57.6%	

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

Table PI3. Colleagues' Valuation of Research

	N	Solicit Opinions		"Mainstream"		Value	
All Faculty	1241	81.6%		61.5%		77.3%	
Women	374	74.6%	*	53.1%	*	68.7%	*
Men	865	84.6%		65.1%		80.9%	
Untenured	300	77.0%	*	60.2%		80.8%	
Tenured	941	83.1%		62.0%		76.1%	
Biological	430	80.7%		65.6%	*	77.6%	
Physical	257	84.8%		64.7%		82.4%	*
Social	326	83.7%		58.9%		75.2%	
Humanities	211	76.3%	*	53.2%	*	72.6%	
Science	669	82.2%		65.5%	*	79.6%	*
Non-Science	555	80.9%		56.6%		74.1%	
Faculty of Color	112	73.2%	*	55.5%		68.8%	*
Majority Faculty	1129	82.5%		62.1%		78.1%	
Non-Citizen	132	76.5%		64.3%		81.8%	
Citizen	1087	82.2%		61.1%		76.6%	
Gay/Lesbian	29	75.9%		57.1%		66.7%	
Bi/Heterosexual	1160	81.8%		61.6%		77.5%	
Children Under 18	509	82.1%		63.4%		79.1%	
No Kids Under 18	688	81.8%		60.6%		76.4%	
Children Under 6	160	78.1%		64.5%		82.9%	
No Kids Under 6	1036	82.5%		61.5%		76.7%	
Cluster Hire	46	73.9%		54.6%		89.1%	*
Not Cluster Hire	1195	82.0%		61.8%		76.8%	
Multiple Appts.	226	82.7%		62.9%		80.6%	
Single Appt.	987	81.4%		61.1%		76.3%	
Dept. Chair	76	97.4%	*	74.7%	*	89.5%	*
Not Chair	1165	80.6%		60.7%		76.4%	
Non-Mainstream	464	66.2%	*	N/A		49.5%	*
Mainstream	746	91.0%		N/A		94.1%	

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

Table PI4. Isolation and "Fit"

	N	"Fit" in Department		Isolated in Department		Isolated at UW-Madison	
All Faculty	1237	74.7%		29.0%		23.7%	
Women	377	67.0%	*	40.6%	*	29.9%	*
Men	860	78.0%		24.0%		21.1%	
Untenured	300	78.7%		31.0%		24.7%	
Tenured	937	73.4%		28.4%		23.4%	
Biological	430	72.5%		29.5%		21.9%	
Physical	258	78.3%		25.0%		18.3%	*
Social	323	76.1%		28.5%		26.3%	
Humanities	211	72.5%		35.0%		30.4%	*
Science	669	75.0%		27.1%		20.2%	*
Non-Science	551	74.2%		31.8%		28.1%	
Faculty of Color	110	65.5%	*	43.1%	*	37.6%	*
Majority Faculty	1127	75.6%		27.7%		22.4%	
Non-Citizen	133	74.4%		29.0%		20.6%	
Citizen	1101	74.7%		29.2%		24.1%	
Gay/Lesbian	29	69.0%		44.8%		27.6%	
Bi/Heterosexual	1159	75.1%		29.0%		23.3%	
Children Under 18	509	74.7%		30.3%		23.6%	
No Kids Under 18	688	75.3%		28.2%		23.6%	
Children Under 6	160	78.1%		32.1%		23.3%	
No Kids Under 6	1037	74.6%		28.5%		23.7%	
Cluster Hire	46	80.4%		26.1%		26.1%	
Not Cluster Hire	1191	74.5%		29.2%		23.6%	
Multiple Appts.	225	77.8%		29.5%		21.3%	
Single Appt.	984	73.9%		29.1%		24.5%	
Dept. Chair	76	96.1%	*	2.6%	*	17.1%	
Not Chair	1161	73.3%		30.8%		24.2%	
Non-Mainstream	464	50.7%	*	49.6%	*	35.1%	*
Mainstream	746	89.4%		16.8%		17.1%	

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

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 Faculty	1233	74.8%		65.7%		85.9%		74.9%		75.0%	
Women	374	62.9%	*	52.4%	*	76.2%	*	63.7%	*	64.8%	*
Men	857	79.9%		71.6%		90.1%		79.7%		79.6%	
Untenured	296	61.5%	*	49.2%	*	84.0%		77.2%		67.9%	*
Tenured	933	79.0%		71.0%		86.5%		74.1%		77.5%	
Biological	430	73.5%		63.8%		84.1%		71.4%	*	69.4%	*
Physical	256	76.6%		67.2%		90.6%	*	82.0%	*	78.8%	
Social	317	77.6%		68.5%		86.4%		80.3%	*	79.3%	*
Humanities	212	70.9%		63.5%		82.9%		66.4%	*	74.6%	
Science	668	74.9%		65.3%		86.9%		75.5%		72.8%	
Non-Science	548	74.6%		66.1%		84.6%		74.6%		77.5%	
Faculty of Color	110	65.5%	*	55.6%	*	76.4%	*	61.7%	*	66.4%	
Majority Faculty	1123	75.7%		66.7%		86.8%		76.1%		75.9%	
Non-Citizen	132	67.4%		59.2%		85.5%		81.5%		70.6%	
Citizen	1097	75.7%		66.5%		86.0%		74.1%		75.6%	
Gay/Lesbian	28	60.7%		70.4%		71.4%	*	63.0%		76.0%	
Bi/Heterosexual	1157	75.2%		66.0%		86.5%		75.1%		75.4%	
Children Under 18	507	74.4%		62.3%	*	83.3%	*	72.3%		76.3%	
No Kids Under 18	686	74.5%		68.2%		87.5%		76.5%		74.3%	
Children Under 6	159	70.4%		57.0%	*	84.7%		69.6%		73.4%	
No Kids Under 6	1033	75.0%		67.1%		85.9%		75.5%		75.5%	
Cluster Hire	46	69.6%		67.4%		89.1%		78.3%		78.3%	
Not Cluster Hire	1187	75.0%		65.7%		85.8%		74.7%		74.9%	
Multiple Appts.	221	77.8%		73.0%	*	85.4%		77.2%		80.7%	*
Single Appt.	984	74.0%		64.0%		86.0%		74.8%		73.5%	
Dept. Chair	75	100.0%	*	100.0%	*	98.7%	*	83.8%		N/A	
Not Chair	1158	73.1%		63.5%		85.1%		74.3%		75.0%	
Non-Mainstream	456	61.6%	*	50.2%	*	78.2%	*	66.1%	*	63.2%	*
Mainstream	742	82.9%		75.4%		90.8%		80.7%		82.4%	

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

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

Section 3: Detailed Results by Topic

E. Satisfaction with UW-Madison

Questions in this section ascertained the extent to which faculty at UW-Madison were satisfied with their jobs and their career progression.

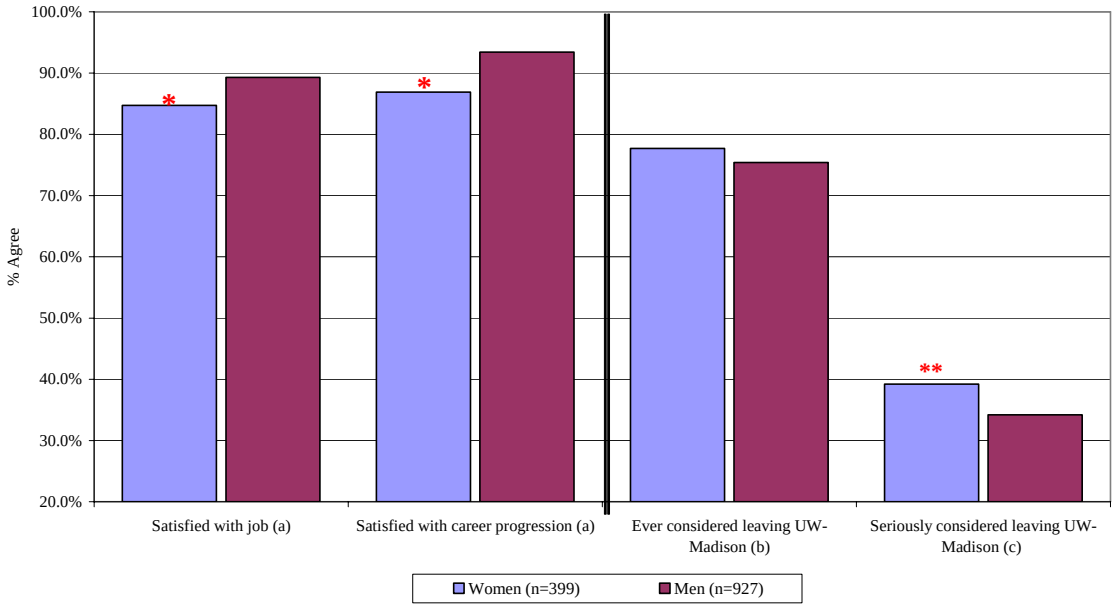
Satisfaction with UW-Madison Summary

The *Faculty Worklife Survey* asked faculty to evaluate their degree of satisfaction with their jobs and their careers at UW-Madison. In addition, faculty were asked to report whether and how seriously they had considered leaving the institution. As a whole, faculty reported that they are generally very happy with their jobs and career progression at UW-Madison (88.0% and 85.2% agreed that they are very or somewhat satisfied, respectively). Despite their high level of satisfaction, most faculty members (76.2%) have considered leaving UW-Madison. Of those who have ever considered leaving, 40.5% report that they have seriously considered leaving UW-Madison.

While overall, the faculty indicate a high degree of job satisfaction coupled with a propensity to consider leaving the university, some faculty reflect a different experience:

- Women faculty were significantly less likely to report being satisfied with their jobs and the progression of their career at UW-Madison, as compared to men faculty (Figure 1).
- Though reporting lower levels of satisfaction, women faculty were no more likely to have considered and only marginally more likely to have seriously considered leaving UW-Madison, as compared to men faculty (Figure 1).

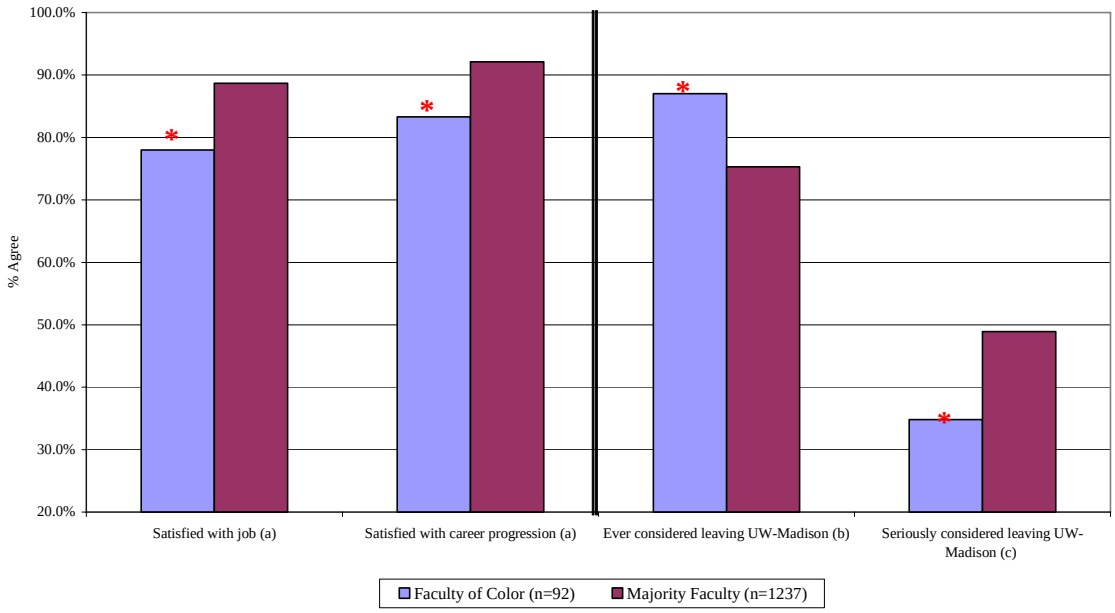
Figure 1. **Faculty Satisfaction with UW-Madison, by Gender**



* difference significant at $p < 0.0$; ** difference significant at $p < 0.10$; (a) % very or somewhat satisfied; (b) % yes; (c) % very or quite seriously considered (of those who have ever considered)

- Faculty of color indicated that they are significantly less satisfied with their jobs and career trajectories at the university versus majority faculty (Figure 2).
- Faculty of color were significantly more likely to report that they have ever considered and that they have seriously considered leaving UW-Madison, as compared to majority faculty (Figure 2).

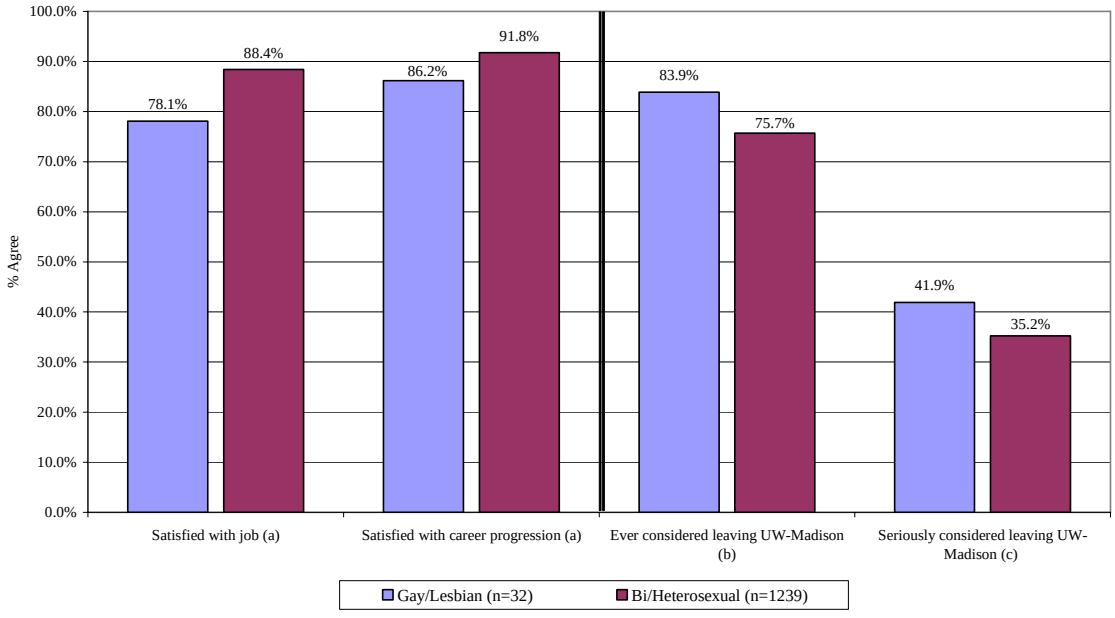
Figure 2. **Faculty Satisfaction with UW-Madison, by Faculty of Color and Majority Faculty**



* difference significant at $p < 0.05$; (a) % very or somewhat satisfied; (b) % yes; (c) % very or quite seriously considered (of those who have ever considered)

- Gay/lesbian faculty also indicated a lower level of job and career satisfaction and a higher propensity to consider and seriously consider leaving UW-Madison (Figure 3). The difference versus non-homosexual faculty was not statistically significant, possibly owing to the small number of self-identified gay/lesbian faculty (n=32) in the survey sample.

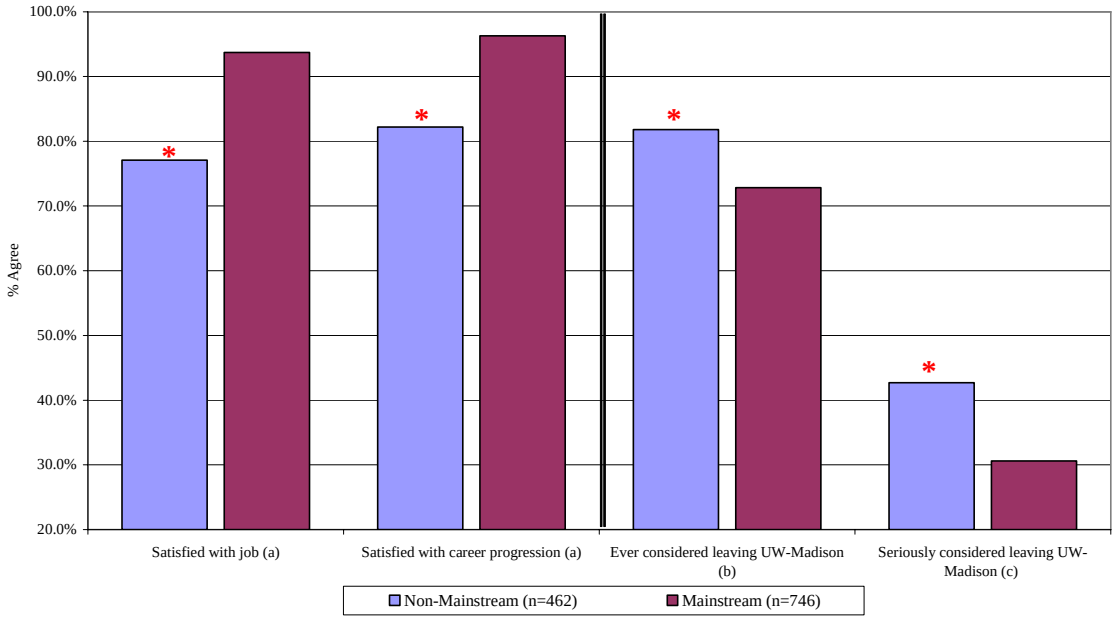
Figure 3. **Faculty Satisfaction with UW-Madison, by Gay/Lesbian and Bi/Heterosexual Faculty**



(a) % very or somewhat satisfied; (b) % yes; (c) % very or quite seriously considered (of those who have ever considered)

- Faculty who identified their research interests as ‘non-mainstream’ similarly reported lower levels of job and career satisfaction and a higher propensity to consider and seriously consider leaving the university. These differences were statistically significant as compared to faculty who identified their research interests as ‘mainstream’ (Figure 4).

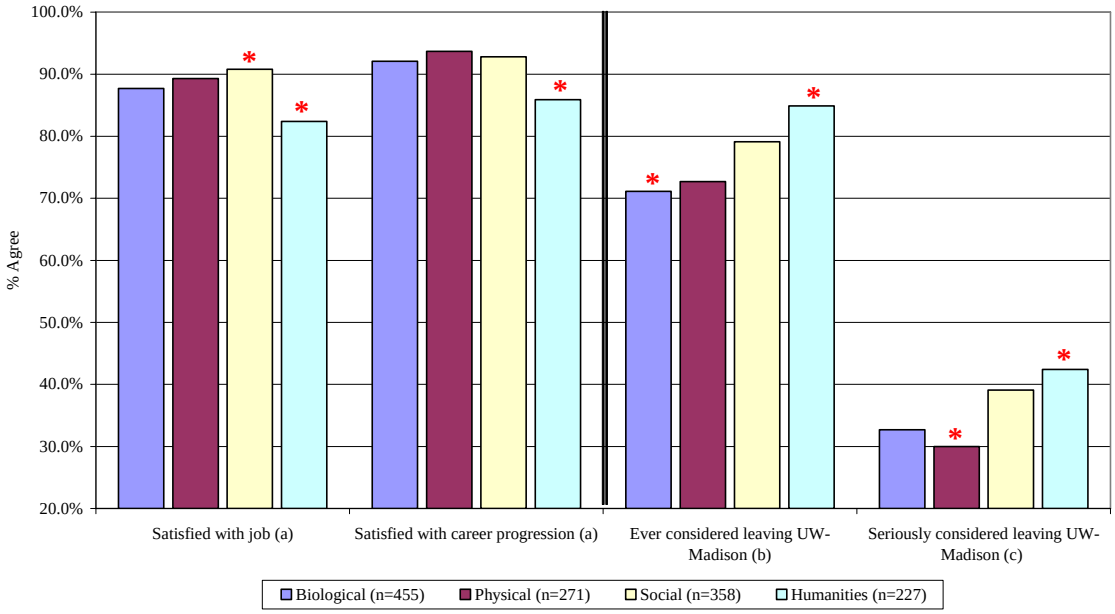
Figure 4. **Faculty Satisfaction with UW-Madison, by Reported Research Tradition**



* difference significant at $p < 0.05$; (a) % very or somewhat satisfied; (b) % yes; (c) % very or quite seriously considered (of those who have ever considered)

- Faculty satisfaction varies across divisions in the university. Responses from humanities faculty indicate that they are significantly less satisfied with their jobs and career development at UW-Madison and that they are significantly more likely to have considered and to seriously consider leaving UW-Madison, as compared to all other faculty (Figure 5).

Figure 5. **Faculty Satisfaction with UW-Madison, by Division**



* difference vs. all others significant at $p<0.05$; (a) % very or somewhat satisfied; (b) % yes; (c) % very or quite seriously considered (of those who have ever considered)

Table S1. Satisfaction with UW-Madison

	N	Satisfied** With Job		Satisfied** With Career Progression	
All Faculty	1328	88.0%		85.2%	
Women	399	84.7%	*	86.9%	*
Men	927	89.3%		93.4%	
Untenured	310	88.7%		91.8%	
Tenured	1018	87.7%		91.5%	
Biological	455	87.7%		92.1%	
Physical	270	89.3%		93.7%	
Social	358	90.8%	*	92.8%	
Humanities	227	82.4%	*	85.9%	*
Science	707	88.7%		92.8%	
Non-Science	603	87.1%		90.1%	
Faculty of Color	118	83.1%		87.0%	
Majority Faculty	1210	88.4%		92.0%	
Non-Citizen	136	86.8%		91.8%	
Citizen	1188	88.1%		91.5%	
Gay/Lesbian	32	78.1%		86.2%	
Bi/Heterosexual	1241	88.4%		91.8%	
Children Under 18	537	86.8%		90.2%	
No Kids Under 18	745	88.7%		92.6%	
Children Under 6	166	91.6%		94.2%	
No Kids Under 6	1115	87.4%		91.2%	
Stay Home Spouse	229	89.1%		93.2%	
No Stay Home Spouse	1051	87.7%		91.2%	
Cluster Hire	47	89.4%		90.7%	
Not Cluster Hire	1281	87.9%		91.6%	
Non-Mainstream	462	77.1%	*	82.2%	*
Mainstream	746	93.7%		96.3%	

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

** "Very" or "Somewhat" satisfied, vs. "Very" or "Somewhat" dissatisfied.

S2. Factors Contributing Most to UW-Madison Satisfaction (Full Codebook).

University Factors

Factor	N
Intellectural environment/climate	63
Political climate	5
Prestige/quality	42
Quality of students, undergrad/general	226
Academic freedom/flexibility	120
Budget support	27
Colleagues--other departments/schools	42
Interdisciplinary nature	26
Supportive administration	26
All-campus committees	1
Faculty governance	1
Other	9

Department Factors

Factor	N
Chair	15
Climate of	64
Colleagues	422
Facilities/Library	42
Personnel support (secretarial, PAs, tech)	19
Resources	49
Low pressure	3
Reputation	13
Research atmos/oppor/success/resources	291
Support for research area/expertise	61
Teaching focus/load	64
Teaching assignments	16
Tenure & promotion	9
Quality of	41
Collegiality	93
Direction/mission	6
Mentors/mentoring	17
Collaboration	62
Graduate students/program	44
Other	6

Geographic Location

Factor	N
In Midwest	17
Clost to family & friends, "home"	3
Other	2

Family/Home Life

Factor	N
Work/life balance	7
Spouse happy/opportunity	5
Other	1

Madison

Factor	N
Community/quality of life	21
Community resources and organizations	3
Appearance/size of campus	8
Other	34

Employment Features

Factor	N
Job security	2
Benefits	5
Salary	21
Start up conditions	1
Retirement	1
Raises	3
Summer salary	1
Other	0

Climate/Culture

Factor	N
Diversity	7
Supportive of women/minorities	5
Community	21
Other women on campus	1
Other	1

Nature of Job

Factor	N
Community outreach/service	
Opportunity for leadership	
Other	

Other/Miscellaneous

Factor	N
Answer is unclear	18
WARF	6
Other support--industry/client/patient	13
Waisman Center	2
Sports	2
Extramural funding	2
Overall lifestyle/good quality of life	2
UW Hospital	1
Continuing education	1
Other	8

Highlighted entries are topics mentioned most often (top 3).

S3. Factors Detracting Most to UW-Madison Satisfaction (Full Codebook).

Salary

Factor	N
Salary structure/inequities	31
Other	101

Budget Cuts

Factor	N
Other	38

Resources

Factor	N
Equipment	14
Facilities/space	87
Travel	16
Graduate student funding	34
Teaching/scholarship	10
Research atmos/oppor/success/resources	26
Collaborative work	1
Inequities in distribution	9
Hiring/retaining faculty	7
Library	2
ETF/Insurance	1
Services	3
Department events	1
Increased workload	4
Other	59

Support

Factor	N
Research	13
Mentoring/advising	13
Office/secretarial/administrative/clerical	39
Technical/computer	16
From leaders/senior faculty	6
Women mentors	1
Teaching	12
Collaborators	3
Career development	3
For leave	1
Recognitioin	29
Other	15

Research Activities

Factor	N
Lack of respect for certain disciplines/ research	56
Research not necessary for advancement	1
Too much emphasis on research	6
Not enough time for own research	16
Research focus has changed	1
Lack of research accomplishment	3

Aspects of Department/Unit

Factor	N
Faculty attitude	27
Lack of new hires	3
Senior faculty in field gone	1
Older, original colleagues in department	3
Favoritism for "stars"	5
Uncertainty for future of department	6
Own department is small	1

Aspects of UW-Madison

Factor	N
Campus too conservative	6
Campus too liberal	2
Campus too big	4
Decentralized	3
Athletics	1
Lack of childcare	2
Lack of College of the Arts	1
Emphasis on science	1
Disorganized	69
Emphasis on money over quality	9
Parking/commuting	9
University not engaged in society	4
Class sizes	7
Speech codes/PC	5
Bureaucracy	50
Something wrong with incentives system	5
Poor evaluation mechanisms	10

Aspects of Madison/Wisconsin

Factor	N
Weather	12
Geographic location	12
Madison itself	7
State legislature	17

Program Excellence

Factor	N
Quality of students	32
Lack of excellence	17
Loss of vision	13
Lack of historical knowledge	1
No fresh ideas	9
Faculty going to other schools	3
No viable graduate program	3
High turnover rate	1

Teaching Activities

Factor	N
Too much time spent teaching	34
Teaching is under-valued	20
Emphais on new teaching techniques	2
Teaching unfamiliar courses	3
The content of courses taught	2
Limited opportunities to teach	2
Unfair teaching assignments	1
Obstacles to team-teaching	1

Service Activities

Factor	N
Administrative work	28
Committee work/meetings	27
Advising duties	3
Paperwork	4
Spirit of service is dwindling	1
Extension appointment	1
Imbalance of service duties	2
Other	13

Clinical Activities

Factor	N
Other	4

General Work Activities

Factor	N
No value for balance of research, teaching, and service	10
Lack of sabbatical opportunity	7
Appointments in two or more departments	4
Lack of respect for outreach activities	4
Unhappy with one's own discipline	1

Career Advancement

Factor	N
Lack of promotion	3
Slow career progression	8
Promotion from within	1
Tenure process	26
No opportunities for prof. development	5
Merit system	4
Can't crack leadership ceiling	3

Leadership

Factor	N
Bad/overloaded administration	48
Lack of leadership	25
Insecure administrators	2
Holders of power	33

Workload/stress

Factor	N
Workload	64
Stress	12
Writing papers	1
Writing grants	14

Interactions/Communication

Factor	N
Conflicts/problems	31
Isolation	70
Lack of social interactions	16
Secretiveness	3
Harrassment	1
Lack of respect/poor treatment	8
Not a team environment	13
Competitiveness	11
Politics/corruption	42
Communication problems	6
Interdisciplinary	12
Exclusion from informal network	9
Not being heard	3

Climate

Factor	N
Department/unit climate	18
Gender climate	16
"Corporate" climate	1
Campus climate	1
Racial climate	16
Age discrimination	1
Religious climate	1
Lack of diversity	17
Campus doesn't value diversity	4
Other	11

Personal Matters

Factor	N
Partner benefits/hiring experience	25
Work/family imbalance	13
Transition from different job	1
Other	6

Other

Factor	N
Surveys	4
Other	19
None	28

Highlighted entries are topics mentioned most often (top 3).

Table S4. Ever Considered Leaving UW-Madison

	N	Ever Considered Leaving		Seriously Considered Leaving**	
All Faculty	1325	76.2%		40.5%	
Women	399	77.7%		39.2%	
Men	924	75.4%		34.2%	
Untenured	310	62.9%	*	24.0%	*
Tenured	1015	80.2%		39.3%	
Biological	453	71.1%	*	32.7%	
Physical	271	72.7%		30.0%	*
Social	358	79.1%		39.1%	
Humanities	225	84.9%	*	42.4%	*
Science	706	72.0%	*	32.3%	*
Non-Science	601	80.7%		39.3%	
Faculty of Color	118	81.4%		41.5%	*
Majority Faculty	1207	75.6%		35.2%	
Non-Citizen	135	67.4%	*	28.4%	
Citizen	1186	77.1%		36.5%	
Gay/Lesbian	31	83.9%		41.9%	
Bi/Heterosexual	1239	75.7%		35.2%	
Children Under 18	535	76.3%		33.8%	
No Kids Under 18	744	75.7%		36.7%	
Children Under 6	165	67.9%	*	28.1%	*
No Kids Under 6	1113	77.1%		36.7%	
Stay Home Spouse	230	75.1%		27.8%	*
No Stay Home Spouse	1048	76.0%		37.0%	
Cluster Hire	46	65.2%		15.6%	*
Not Cluster Hire	1279	76.5%		36.5%	
Non-Mainstream	461	81.8%	*	42.7%	*
Mainstream	743	72.8%		30.6%	

* T-test between groups significant at $p < .05$.
** "Very" or "Quite" seriously considered leaving, vs. "Somewhat", "Not very" seriously or not considered leaving at all.

S5. Factors Contributing to Consideration to Leave UW-Madison (Full Codebook).

University Factors

Factor	N
Budgetary issues	57
Political climate	17
Prestige (lack of)	13
Quality of students	7
Low raises	2
Retirement system	1
Administration	31
Size of university/classes (too big)	6
Lack of emphasis on teaching	8
Other	1

Department Factors

Factor	N
Chair	13
Climate of	104
Colleagues	54
Facilities	38
Lack of mentors	3
No sabbitical program	2
Personnel support (secretarial, PAs, tech)	22
Poor resources	30
Prestige (lack of)	5
Research opportunities	41
Support for research area/expertise	95
Teaching load	22
Teaching assignments	5
Tenure & promotion	100
Quality of	9
High demands, "work load"	59
Joint appointment	2
Location within school/college	3
Administrative structure	34
No direction/mission	9
Summer support (lack of)	1
Pressure to generate revenue	5
Other	1

Geographic Location

Factor	N
In Midwest	2
In Madison	2
Far from family & friends	18
Not "home" country	7
Other	39

Family/Home Life

Factor	N
Opportunities available for spouse/partner	50
Work/life balance	14
Lack of domestic partner benefits	8
Spouse/partner dissatisfied	23
Spouse/partner lives elsewhere	5
"Personal"	9
Other	17

Madison

Factor	N
Too small, rural	7
Quality of schools	1
Community resources and organizations	5
Cost of livign/property taxes	3
Isolated location	8
Other	3

School/College Factors

Factor	N
Poor administration	1
Too many clinical responsibilities	4

Employment Factors

Factor	N
Benefits	12
Low salary	251
Start up package	3
Desire to return to industry	5

Had Other Offers

Factor	N
Position offered at alma mater	2
Didn't get desired offer	3
Other	172

Climate

Factor	N
For women	7
For people of color	8
Lack of diversity	19
Other	3

Satisfaction/Don't Feel Appreciated

Factor	N
Wanted change/new opportunities	20
Is leaving/planning to leave	6
Has left and returned	4
Other	37

Other/Miscellaneous

Factor	N
Weather	33
Role of being a professor	6
Different position than anticipated	1
Answer is unclear	12
None or N/A	6

Highlighted entries are topics mentioned most often (top 3).

Section 3: Detailed Results by Topic

F. UW-Madison Programs and Resources

UW-Madison has implemented a number of programs designed to improve the working environments of faculty on the UW-Madison campus. The questions in this section evaluated some of these campus-wide initiatives.

Table UWP1. Value and Use of Tenure Clock Extension Program

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1248	12.4%		83.2%		10.1%	
Women	372	10.0%		87.6%	*	19.6%	*
Men	860	13.4%		81.5%		6.0%	
Untenured	302	17.6%	*	81.1%		19.6%	*
Tenured	946	10.8%		83.8%		7.1%	
Biological	432	17.8%	*	77.6%	*	10.2%	
Physical	249	15.3%		78.7%	*	6.4%	*
Social	340	8.2%	*	90.0%	*	12.4%	
Humanities	205	5.9%	*	89.8%	*	9.9%	
Science	681	16.9%	*	78.0%	*	8.8%	
Non-Science	545	7.3%		89.9%		11.4%	
Faculty of Color	81	16.1%		77.8%		15.7%	*
Majority Faculty	1142	12.2%		83.8%		9.7%	
Non-Citizen	127	18.1%		79.5%		11.5%	
Citizen	1104	11.6%		83.8%		10.0%	
Cluster Hire	45	13.3%		86.7%		16.7%	
Not Cluster Hire	1181	12.6%		83.2%		9.7%	
Multiple Appointments	223	13.0%		83.0%		7.8%	
Single Appointment	1003	12.6%		83.4%		10.4%	
Parent	834	11.6%		83.7%		12.3%	*
Non-Parent	403	14.1%		82.4%		5.9%	
Child Under 18	511	13.3%		83.6%		16.0%	*
No Child Under 18	705	11.8%		83.8%		6.2%	
Child Under 6	161	12.4%		85.1%		28.3%	*
No Child Under 6	1054	12.4%		83.5%		7.6%	
Stay Home Spouse	222	14.0%		81.5%		9.1%	
Working/No Spouse	993	12.1%		84.2%		10.6%	
Used Program	123	--		98.4%	*	--	
Never Used Program	1049	--		81.7%		--	

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

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

Table UWP2. Value and Use of Dual Career Hiring Program

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1251	30.8%		64.3%		11.0%	
Women	372	23.4%	*	72.0%	*	16.1%	*
Men	861	34.0%		61.2%		8.7%	
Untenured	304	45.4%	*	50.7%	*	13.9%	
Tenured	947	26.1%		68.6%		10.0%	
Biological	427	38.9%	*	54.6%	*	9.3%	
Physical	249	27.7%		69.1%		9.2%	
Social	342	24.0%	*	72.8%	*	11.7%	
Humanities	211	30.3%		63.5%		16.0%	*
Science	676	34.8%	*	59.9%	*	9.3%	*
Non-Science	553	26.4%		69.3%		13.4%	
Faculty of Color	82	25.6%		65.9%		13.3%	
Majority Faculty	1142	31.2%		64.5%		10.8%	
Non-Citizen	130	51.5%	*	46.9%	*	10.0%	
Citizen	1103	28.4%		66.6%		11.1%	
Cluster Hire	45	37.8%		60.0%		16.7%	
Not Cluster Hire	1184	30.7%		64.3%		10.9%	
Multiple Appointments	223	29.2%		67.3%		14.8%	
Single Appointment	1006	31.4%		63.4%		10.3%	
Parent	835	28.4%	*	67.0%	*	12.3%	*
Non-Parent	403	35.7%		58.8%		8.1%	
Child Under 18	515	32.4%		64.1%		15.6%	*
No Child Under 18	703	29.3%		65.0%		7.8%	
Child Under 6	159	35.2%		61.6%		19.5%	*
No Child Under 6	1058	30.0%		65.0%		9.8%	
Stay Home Spouse	220	36.8%	*	58.2%	*	4.1%	*
Working/No Spouse	997	29.2%		66.1%		12.6%	
Used Program	133	--		93.2%	*	--	
Never Used Program	1039	--		60.7%		--	

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

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

Table UWP3. Value and Use of Provost's Strategic Hiring Initiative

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1241	28.4%		63.4%		9.9%	
Women	369	34.7%	*	61.0%		6.7%	*
Men	855	25.6%		64.9%		11.4%	
Untenured	302	56.0%	*	42.4%	*	7.8%	
Tenured	939	19.6%		70.2%		10.6%	
Biological	423	32.9%	*	58.4%	*	10.5%	
Physical	247	23.9%		65.6%		14.0%	*
Social	338	28.7%		67.5%		7.7%	
Humanities	210	24.3%		65.2%		7.5%	
Science	670	29.6%		61.0%	*	11.8%	*
Non-Science	548	27.0%		66.6%		7.6%	
Faculty of Color	80	25.0%		66.3%		8.4%	
Majority Faculty	1134	28.3%		63.8%		10.2%	
Non-Citizen	133	34.6%		61.7%		15.4%	
Citizen	1091	27.7%		63.9%		9.3%	
Cluster Hire	45	48.9%	*	51.1%		29.3%	*
Not Cluster Hire	1173	27.6%		64.0%		9.3%	
Multiple Appointments	216	22.2%	*	71.8%	*	11.1%	
Single Appointment	1002	29.7%		61.8%		9.7%	
Parent	824	25.9%	*	64.6%		10.9%	
Non-Parent	404	33.4%		61.6%		8.1%	
Child Under 18	513	31.8%	*	60.6%		10.9%	
No Child Under 18	695	25.9%		65.9%		9.5%	
Child Under 6	160	43.1%	*	51.3%	*	10.7%	
No Child Under 6	1048	26.2%		65.6%		10.0%	
Stay Home Spouse	221	29.4%		63.8%		11.4%	
Working/No Spouse	985	28.1%		63.8%		9.7%	
Used Program	123	--		89.4%	*	--	
Never Used Program	1038	--		60.4%		--	

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

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

Table UWP4. Value and Use of Anna Julia Cooper Fellowships

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1262	82.1%		16.2%		2.1%	
Women	376	74.5%	*	24.2%	*	3.0%	
Men	868	85.5%		12.7%		1.8%	
Untenured	309	90.0%	*	9.4%	*	3.7%	
Tenured	953	79.5%		18.4%		1.6%	
Biological	429	92.8%	*	4.9%	*	0.9%	*
Physical	249	91.2%	*	8.0%	*	1.2%	
Social	345	67.0%	*	32.5%	*	4.0%	*
Humanities	214	75.7%	*	22.0%	*	2.8%	
Science	678	92.2%	*	6.1%	*	1.0%	*
Non-Science	559	70.3%		28.4%		3.5%	
Faculty of Color	82	53.7%	*	46.3%	*	20.5%	*
Majority Faculty	1153	84.3%		14.0%		0.1%	
Non-Citizen	132	94.7%	*	4.6%	*	0.0%	
Citizen	1113	80.7%		17.6%		2.4%	
Cluster Hire	46	89.1%		10.9%		2.4%	
Not Cluster Hire	1191	82.0%		16.4%		2.1%	
Multiple Appointments	223	73.5%	*	26.5%	*	3.7%	
Single Appointment	1014	84.2%		13.9%		1.8%	
Parent	841	81.9%		16.2%		2.1%	
Non-Parent	408	82.4%		16.2%		2.2%	
Child Under 18	523	84.3%		15.1%		2.2%	
No Child Under 18	705	80.3%		17.5%		2.1%	
Child Under 6	164	90.2%	*	9.2%	*	1.9%	
No Child Under 6	1063	80.7%		17.6%		2.2%	
Stay Home Spouse	228	88.2%	*	11.4%	*	3.6%	
Working/No Spouse	998	80.6%		17.6%		1.8%	
Used Program	26	--		96.2%	*	--	
Never Used Program	1156	--		14.1%		--	

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

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

Table UWP5. Value and Use of Inter-Institutional Linkage Program

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program
All Faculty	1250	87.0%		10.6%		1.9%
Women	369	88.9%		9.8%		1.9%
Men	863	86.4%		10.9%		1.9%
Untenured	306	93.8%	*	6.2%	*	1.0%
Tenured	944	84.9%		12.1%		2.1%
Biological	430	88.6%		8.4%	*	1.9%
Physical	250	90.4%		8.4%		1.6%
Social	336	83.9%		14.3%	*	2.2%
Humanities	211	85.3%		12.8%		1.9%
Science	680	89.3%	*	8.4%	*	1.8%
Non-Science	547	84.5%		13.7%		2.1%
Faculty of Color	79	79.8%		19.0%	*	4.8%
Majority Faculty	1144	87.7%		10.1%		1.7%
Non-Citizen	132	93.2%	*	6.1%		2.3%
Citizen	1101	86.5%		11.2%		1.8%
Cluster Hire	46	93.5%		6.5%		2.4%
Not Cluster Hire	1181	86.9%		10.9%		1.9%
Multiple Appointments	221	84.2%		14.5%		3.7%
Single Appointment	1006	87.8%		9.9%		1.5%
Parent	835	87.8%		9.9%		1.7%
Non-Parent	402	85.8%		11.7%		2.0%
Child Under 18	520	92.1%	*	6.5%	*	1.6%
No Child Under 18	696	83.5%		13.8%		2.0%
Child Under 6	162	95.7%	*	3.7%	*	0.0%
No Child Under 6	1053	85.9%		11.8%		2.1%
Stay Home Spouse	225	91.6%	*	7.1%		2.3%
Working/No Spouse	989	86.2%		11.5%		1.7%
Used Program	22	--		77.3%	*	--
Never Used Program	1150	--		9.1%		--

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

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

Table UWP6. Value and Use of Split Appointments

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1254	23.7%		70.5%		11.9%	
Women	366	26.2%		69.4%		11.0%	
Men	872	22.6%		71.2%		12.2%	
Untenured	301	41.2%	*	54.5%	*	7.1%	*
Tenured	953	18.2%		75.6%		13.4%	
Biological	427	30.9%	*	62.3%	*	13.1%	
Physical	251	23.5%		71.3%		10.0%	
Social	340	19.1%	*	76.5%	*	12.4%	
Humanities	212	17.0%		76.9%		10.8%	
Science	680	89.3%	*	65.6%	*	11.9%	
Non-Science	547	84.5%		76.6%		11.7%	
Faculty of Color	82	19.5%		72.0%		15.7%	
Majority Faculty	1146	23.8%		70.8%		11.7%	
Non-Citizen	132	26.5%		68.9%		6.9%	
Citizen	1105	23.2%		71.0%		12.6%	
Cluster Hire	46	26.1%		71.7%		28.6%	*
Not Cluster Hire	1184	23.7%		70.5%		11.2%	
Multiple Appointments	224	19.2%		77.7%	*	29.5%	*
Single Appointment	1006	24.8%		69.0%		8.0%	
Parent	833	22.9%		70.8%		12.5%	
Non-Parent	409	25.7%		69.2%		10.5%	
Child Under 18	512	29.7%	*	64.8%	*	10.1%	
No Child Under 18	709	19.9%		74.3%		13.2%	
Child Under 6	157	35.7%	*	60.5%	*	12.0%	
No Child Under 6	1063	22.2%		71.9%		11.9%	
Stay Home Spouse	221	28.1%		65.2%		9.1%	
Working/No Spouse	998	23.3%		71.3%		12.4%	
Used Program	143	--		95.1%	*	--	
Never Used Program	1033	--		67.7%		--	

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

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

Table UWP7. Value and Use of Family Leave

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1253	14.7%		83.1%		5.5%	
Women	373	9.4%	*	89.3%	*	9.7%	*
Men	862	16.9%		80.5%		3.8%	
Untenured	303	25.1%	*	73.3%	*	4.7%	
Tenured	950	11.4%		86.2%		5.7%	
Biological	428	15.9%		81.3%		3.7%	
Physical	248	21.0%	*	75.8%	*	4.8%	
Social	341	10.3%	*	88.3%	*	6.2%	
Humanities	213	10.8%		87.8%		8.5%	
Science	676	17.8%	*	79.3%	*	4.1%	*
Non-Science	554	10.5%		88.1%		7.1%	
Faculty of Color	79	15.2%		82.3%		4.8%	
Majority Faculty	1146	14.8%		83.2%		5.7%	
Non-Citizen	131	29.0%	*	69.5%	*	5.4%	
Citizen	1105	12.9%		84.9%		5.6%	
Cluster Hire	45	20.0%		77.8%		9.5%	
Not Cluster Hire	1185	14.3%		83.5%		5.3%	
Multiple Appointments	222	12.2%		84.7%		6.5%	
Single Appointment	1008	15.0%		82.9%		5.2%	
Parent	837	13.0%	*	85.1%	*	7.3%	*
Non-Parent	404	17.6%		79.7%		2.0%	
Child Under 18	518	17.6%	*	81.5%		11.1%	*
No Child Under 18	702	12.7%		84.3%		1.7%	
Child Under 6	158	19.0%		79.8%		15.7%	*
No Child Under 6	1061	14.0%		83.7%		4.1%	
Stay Home Spouse	222	22.5%	*	77.0%	*	4.6%	
Working/No Spouse	996	13.1%		84.4%		5.9%	
Used Program	66	--		97.0%	*	--	
Never Used Program	1111	--		82.6%		--	

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

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

Table UWP8. Value and Use of Ombuds for Faculty

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1238	64.2%		31.7%		4.7%	
Women	364	58.0%	*	37.6%	*	9.7%	*
Men	856	67.2%		28.9%		2.5%	
Untenured	299	69.2%	*	30.4%		3.7%	
Tenured	939	62.6%		32.1%		5.0%	
Biological	423	58.6%	*	35.9%	*	7.5%	*
Physical	248	75.4%	*	21.4%	*	2.0%	*
Social	332	66.0%		31.3%		2.8%	*
Humanities	211	60.2%		36.5%		5.6%	
Science	671	64.8%		30.6%		5.5%	
Non-Science	543	63.7%		33.3%		3.9%	
Faculty of Color	83	62.7%		33.7%		3.6%	
Majority Faculty	1128	64.4%		31.6%		4.8%	
Non-Citizen	131	76.3%	*	21.4%	*	6.9%	
Citizen	1090	63.0%		32.8%		4.4%	
Cluster Hire	46	71.7%		28.3%		2.4%	
Not Cluster Hire	1168	64.0%		31.9%		4.9%	
Multiple Appointments	222	60.8%		34.2%		5.1%	
Single Appointment	881	65.1%		31.3%		4.7%	
Parent	826	66.0%		29.7%	*	5.4%	
Non-Parent	400	60.5%		36.0%		3.4%	
Child Under 18	514	70.2%	*	27.6%	*	5.3%	
No Child Under 18	692	59.7%		35.3%		4.4%	
Child Under 6	161	70.8%		28.6%		3.1%	
No Child Under 6	1044	63.1%		32.6%		5.0%	
Stay Home Spouse	222	76.6%	*	21.2%	*	2.7%	
Working/No Spouse	982	61.3%		34.5%		5.3%	
Used Program	56	--		78.6%	*	--	
Never Used Program	1103	--		29.7%		--	

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

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

Table UWP9. Value and Use of New Faculty Workshops

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1238	16.6%		79.8%		29.6%	
Women	366	13.7%		84.7%	*	40.0%	*
Men	854	18.0%		77.8%		25.0%	
Untenured	303	7.3%	*	90.1%	*	60.1%	*
Tenured	935	19.7%		76.5%		20.1%	
Biological	426	20.9%	*	76.1%	*	28.1%	
Physical	247	17.0%		79.0%		25.1%	
Social	328	13.4%		83.5%		34.0%	
Humanities	214	13.6%		82.7%		31.9%	
Science	673	19.5%		77.1%	*	27.0%	*
Non-Science	542	13.5%		83.2%		33.2%	
Faculty of Color	83	19.3%		75.9%		34.9%	
Majority Faculty	1128	16.6%		80.1%		29.3%	
Non-Citizen	132	13.6%		84.1%		42.3%	*
Citizen	1089	11.7%		79.3%		28.2%	
Cluster Hire	46	15.2%		84.8%		45.2%	*
Not Cluster Hire	1169	16.9%		79.6%		29.2%	
Multiple Appointments	221	18.1%		78.3%		25.8%	
Single Appointment	994	16.5%		80.2%		30.6%	
Parent	825	18.3%	*	77.5%	*	27.3%	*
Non-Parent	400	13.3%		84.8%		34.0%	
Child Under 18	511	19.0%	*	76.5%	*	35.3%	*
No Child Under 18	693	14.6%		82.8%		26.0%	
Child Under 6	161	11.2%		82.0%		49.1%	*
No Child Under 6	1042	17.3%		79.9%		26.9%	
Stay Home Spouse	222	19.4%		76.1%		33.2%	
Working/No Spouse	980	15.7%		81.1%		29.1%	
Used Program	364	--		95.1%	*	--	
Never Used Program	796	--		73.7%		--	

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

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

Table UWP10. 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%		13.0%	
Women	380	16.3%	*	78.7%	*	32.6%	*
Men	871	30.7%		60.7%		4.6%	
Untenured	301	40.9%	*	56.2%	*	7.5%	*
Tenured	952	21.6%		69.4%		14.7%	
Biological	428	31.9%	*	62.7%	*	10.8%	
Physical	258	39.4%	*	51.6%	*	6.6%	*
Social	341	17.9%	*	73.6%	*	17.5%	*
Humanities	217	13.8%	*	79.3%	*	18.8%	*
Science	669	35.0%	*	58.1%	*	9.3%	*
Non-Science	575	16.5%		75.8%		17.7%	
Faculty of Color	113	23.9%		69.0%		11.8%	
Majority Faculty	1140	26.5%		66.0%		13.1%	
Non-Citizen	130	38.5%	*	53.9%	*	7.8%	*
Citizen	1119	24.8%		67.7%		13.7%	
Cluster Hire	44	50.0%	*	50.0%	*	2.4%	*
Not Cluster Hire	1209	25.4%		66.8%		13.4%	
Multiple Appointments	223	20.6%	*	72.7%	*	14.3%	
Single Appointment	1005	27.8%		64.9%		13.0%	
Parent	831	25.5%		65.8%		12.3%	
Non-Parent	411	28.5%		66.4%		14.5%	
Child Under 18	516	29.3%	*	62.8%	*	10.9%	*
No Child Under 18	706	24.1%		69.2%		14.9%	
Child Under 6	159	34.6%	*	59.8%		6.9%	*
No Child Under 6	1061	25.1%		67.5%		14.2%	
Stay Home Spouse	223	36.3%	*	54.3%	*	4.1%	*
Working/No Spouse	996	24.0%		69.3%		15.2%	
Used Program	157	--		91.7%	*	--	
Never Used Program	1018	--		61.8%		--	

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

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

Table UWP10-2. 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%		89.8%		13.0%	
Women	380	16.3%	*	94.0%	*	32.6%	*
Men	871	30.7%		87.6%		4.6%	
Untenured	301	40.9%	*	94.9%	*	7.5%	*
Tenured	952	21.6%		88.6%		14.7%	
Biological	428	31.9%	*	92.1%		10.8%	
Physical	258	39.4%	*	85.1%	*	6.6%	*
Social	341	17.9%	*	89.6%		17.5%	*
Humanities	217	13.8%	*	92.0%		18.8%	*
Science	669	35.0%	*	89.3%		9.3%	*
Non-Science	575	16.5%		90.8%		17.7%	
Faculty of Color	113	23.9%		90.7%		11.8%	
Majority Faculty	1140	26.5%		89.7%		13.1%	
Non-Citizen	130	38.5%	*	87.5%		7.8%	*
Citizen	1119	24.8%		90.1%		13.7%	
Cluster Hire	44	50.0%	*	100.0%	*	2.4%	*
Not Cluster Hire	1209	25.4%		89.6%		13.4%	
Multiple Appointments	223	20.6%	*	91.5%		14.3%	
Single Appointment	1005	27.8%		89.8%		13.0%	
Parent	831	25.5%		88.4%	*	12.3%	
Non-Parent	411	28.5%		72.9%		14.5%	
Child Under 18	516	29.3%	*	88.8%		10.9%	*
No Child Under 18	706	24.1%		91.2%		14.9%	
Child Under 6	159	34.6%	*	91.4%		6.9%	*
No Child Under 6	1061	25.1%		90.1%		14.2%	
Stay Home Spouse	223	36.3%	*	85.2%		4.1%	*
Working/No Spouse	996	24.0%		91.2%		15.2%	
Used Program	157	--		92.9%	*	--	
Never Used Program	1018	--		88.7%		--	

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

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

Table UWP11. Value and Use of Women Faculty Mentoring Program

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1247	25.7%		70.3%		16.3%	
Women	379	5.0%	*	90.5%	*	49.6%	*
Men	850	34.8%		61.5%		2.0%	
Untenured	307	39.1%	*	57.3%	*	23.3%	*
Tenured	940	21.4%		74.6%		14.0%	
Biological	429	30.3%	*	65.0%	*	12.6%	*
Physical	243	39.9%	*	56.4%	*	6.8%	*
Social	340	16.8%	*	80.6%	*	25.6%	*
Humanities	212	15.1%	*	81.1%	*	21.1%	
Science	672	33.8%	*	61.9%	*	10.4%	*
Non-Science	552	16.1%		80.8%		23.8%	
Faculty of Color	84	19.1%		77.4%		24.1%	
Majority Faculty	1135	26.0%		70.1%		16.1%	
Non-Citizen	129	41.9%	*	53.5%	*	14.6%	
Citizen	1101	23.8%		72.5%		16.7%	
Cluster Hire	46	34.8%		63.0%		21.4%	
Not Cluster Hire	1178	25.5%		70.7%		16.2%	
Multiple Appointments	223	24.7%		73.1%		18.4%	
Single Appointment	1001	26.1%		69.8%		15.9%	
Parent	832	25.6%		70.8%		14.3%	*
Non-Parent	403	26.1%		69.5%		20.3%	
Child Under 18	515	31.3%	*	66.2%	*	15.8%	
No Child Under 18	699	21.8%		73.8%		17.1%	
Child Under 6	159	40.9%	*	57.2%	*	14.5%	
No Child Under 6	1054	23.4%		72.7%		16.9%	
Stay Home Spouse	221	42.1%	*	56.1%	*	5.9%	*
Working/No Spouse	991	22.2%		73.8%		19.0%	
Used Program	198	--		92.4%	*	--	
Never Used Program	973	--		65.6%		--	

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

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

Table UWP12. Value and Use of Committee on Women

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1224	51.2%		44.2%		3.0%	
Women	360	43.1%	*	53.3%	*	8.6%	*
Men	847	54.9%		40.4%		0.6%	
Untenured	300	72.3%	*	26.0%	*	1.7%	
Tenured	924	44.4%		50.1%		3.4%	
Biological	425	52.5%		41.7%		3.3%	
Physical	245	60.0%	*	35.1%	*	2.0%	
Social	325	48.9%		48.3%		3.7%	
Humanities	206	41.8%	*	55.3%	*	2.4%	
Science	670	55.2%	*	39.3%	*	2.8%	
Non-Science	531	46.1%		51.0%		3.2%	
Faculty of Color	83	42.2%		51.8%		6.0%	
Majority Faculty	1115	52.0%		43.9%		2.8%	
Non-Citizen	129	62.8%	*	35.7%	*	1.5%	
Citizen	1080	49.7%		45.6%		3.2%	
Cluster Hire	44	63.6%		34.1%		0.0%	
Not Cluster Hire	1157	50.7%		44.9%		3.1%	
Multiple Appointments	221	44.3%	*	52.5%	*	4.6%	
Single Appointment	980	52.8%		42.7%		2.6%	
Parent	814	50.5%		45.1%		2.3%	
Non-Parent	398	52.8%		42.5%		4.4%	
Child Under 18	506	56.5%	*	40.5%	*	2.8%	
No Child Under 18	686	47.5%		47.2%		3.3%	
Child Under 6	157	69.4%	*	28.7%	*	1.3%	
No Child Under 6	1034	48.6%		46.8%		3.3%	
Stay Home Spouse	220	62.3%	*	34.1%	*	2.3%	
Working/No Spouse	970	48.8%		46.8%		3.2%	
Used Program	37	--		75.7%	*	--	
Never Used Program	1110	--		42.6%		--	

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

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

Table UWP13. Value and Use of Office of Campus Child Care

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1236	44.3%		51.9%		5.5%	
Women	367	30.5%	*	65.9%	*	10.5%	*
Men	851	50.4%		45.7%		3.3%	
Untenured	304	53.3%	*	44.1%	*	9.5%	*
Tenured	932	41.4%		54.5%		4.2%	
Biological	423	49.9%	*	45.9%	*	6.1%	
Physical	246	53.3%	*	43.1%	*	2.4%	*
Social	334	36.2%	*	61.1%	*	7.1%	
Humanities	209	35.9%	*	60.8%	*	3.8%	
Science	669	51.1%	*	44.8%	*	4.7%	
Non-Science	543	36.1%		61.0%		5.8%	
Faculty of Color	82	45.1%		52.4%		7.2%	
Majority Faculty	1127	44.0%		52.3%		5.4%	
Non-Citizen	130	54.6%	*	44.6%		3.9%	
Citizen	1090	43.2%		52.8%		5.6%	
Cluster Hire	45	51.1%		42.2%		7.1%	
Not Cluster Hire	1167	44.1%		52.4%		5.1%	
Multiple Appointments	218	38.1%	*	57.8%		5.1%	
Single Appointment	994	45.8%		50.8%		5.2%	
Parent	827	42.3%	*	53.6%		7.3%	*
Non-Parent	398	48.5%		48.5%		1.7%	
Child Under 18	517	43.7%		51.5%		10.7%	*
No Child Under 18	687	44.3%		52.8%		1.8%	
Child Under 6	160	39.4%		54.4%		19.5%	*
No Child Under 6	1043	44.7%		52.0%		3.4%	
Stay Home Spouse	224	57.1%	*	39.3%	*	2.7%	*
Working/No Spouse	978	41.1%		55.1%		6.2%	
Used Program	67	--		88.1%	*	--	
Never Used Program	1092	--		49.2%		--	

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

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

Table UWP14. Value and Use of Sexual Harassment Information Sessions

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1240	23.0%		67.2%		16.6%	
Women	373	22.8%		69.6%		20.1%	*
Men	870	23.0%		66.3%		15.1%	
Untenured	298	42.3%	*	51.3%	*	9.9%	*
Tenured	947	16.9%		72.2%		18.7%	
Biological	429	19.1%	*	69.1%		22.1%	*
Physical	259	32.5%	*	58.7%	*	11.2%	*
Social	338	24.0%		67.8%		14.1%	
Humanities	213	19.0%		73.0%		15.0%	
Science	671	24.0%		65.4%		15.1%	
Non-Science	566	22.3%		69.4%		17.6%	
Faculty of Color	113	30.1%		64.6%		10.0%	*
Majority Faculty	1131	22.3%		67.4%		17.2%	
Non-Citizen	129	35.7%	*	55.8%	*	10.9%	*
Citizen	1108	21.5%		68.6%		17.3%	
Cluster Hire	45	44.4%	*	48.9%	*	7.1%	*
Not Cluster Hire	1199	22.2%		67.9%		16.9%	
Multiple Appointments	222	23.9%		67.6%		16.6%	
Single Appointment	999	22.7%		67.4%		16.5%	
Parent	826	20.8%	*	69.0%	*	17.9%	
Non-Parent	409	27.5%		63.3%		14.4%	
Child Under 18	505	26.7%	*	64.8%		15.5%	
No Child Under 18	708	20.3%		69.1%		18.1%	
Child Under 6	159	39.1%	*	53.2%	*	12.0%	*
No Child Under 6	1052	20.6%		69.5%		17.8%	
Stay Home Spouse	221	29.9%	*	61.1%	*	11.9%	*
Working/No Spouse	991	21.4%		68.8%		18.2%	
Used Program	203	--		86.2%	*	--	
Never Used Program	960	--		62.6%		--	

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

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

Table UWP14-2. Value and Use of Sexual Harassment Information Sessions

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1240	23.0%		87.2%		16.6%	
Women	373	22.8%		90.1%		20.1%	*
Men	870	23.0%		86.1%		15.1%	
Untenured	298	42.3%	*	89.0%		9.9%	*
Tenured	947	16.9%		86.9%		18.7%	
Biological	429	19.1%	*	85.4%		22.1%	*
Physical	259	32.5%	*	87.1%		11.2%	*
Social	338	24.0%		89.1%		14.1%	
Humanities	213	19.0%		90.1%		15.0%	
Science	671	24.0%		86.0%		15.1%	
Non-Science	566	22.3%		89.3%		17.6%	
Faculty of Color	113	30.1%		92.4%		10.0%	*
Majority Faculty	1131	22.3%		86.8%		17.2%	
Non-Citizen	129	35.7%	*	86.8%		10.9%	*
Citizen	1108	21.5%		87.3%		17.3%	
Cluster Hire	45	44.4%	*	88.0%	*	7.1%	*
Not Cluster Hire	1199	22.2%		87.2%		16.9%	
Multiple Appointments	222	23.9%		88.8%		16.6%	
Single Appointment	999	22.7%		87.2%		16.5%	
Parent	826	20.8%	*	87.2%		17.9%	
Non-Parent	409	27.5%		87.3%		14.4%	
Child Under 18	505	26.7%	*	88.4%		15.5%	
No Child Under 18	708	20.3%		86.8%		18.1%	
Child Under 6	159	39.1%	*	87.4%		12.0%	*
No Child Under 6	1052	20.6%		87.4%		17.8%	
Stay Home Spouse	221	29.9%	*	87.1%		11.9%	*
Working/No Spouse	991	21.4%		87.6%		18.2%	
Used Program	203	--		86.2%		--	
Never Used Program	960	--		87.5%		--	

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

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

Table UWP15. Value and Use of Life Cycle Grant Program

	N	Never Heard of Program	Program is Very, Quite, or Somewhat Valuable**		Ever Used Program
All Faculty	1253	87.7%	10.5%		0.7%
Women	371	85.7%	12.9%		1.1%
Men	864	88.8%	9.3%		0.5%
Untenured	305	86.6%	12.5%		1.4%
Tenured	948	88.1%	9.8%		0.4%
Biological	428	86.0%	11.7%		0.5%
Physical	250	88.0%	10.0%		0.4%
Social	337	87.8%	11.9%		1.2%
Humanities	213	90.6%	7.5%		0.5%
Science	678	86.7%	11.1%		0.4%
Non-Science	550	88.9%	10.2%		0.9%
Faculty of Color	81	90.1%	7.4%		0.0%
Majority Faculty	1145	87.7%	10.7%		0.7%
Non-Citizen	133	85.0%	12.8%		1.5%
Citizen	1104	88.2%	10.1%		0.6%
Cluster Hire	47	85.1%	12.8%		0.0%
Not Cluster Hire	1181	87.8%	10.6%		0.7%
Multiple Appointments	226	85.8%	12.4%		0.5%
Single Appointment	1002	88.1%	10.3%		0.7%
Parent	836	88.2%	10.3%		0.5%
Non-Parent	405	86.9%	10.6%		1.0%
Child Under 18	517	89.2%	9.9%		0.6%
No Child Under 18	703	86.8%	11.1%		0.7%
Child Under 6	159	88.1%	11.3%		1.9%
No Child Under 6	1060	87.7%	10.5%		0.5%
Stay Home Spouse	223	90.1%	8.5%		0.5%
Working/No Spouse	995	87.2%	11.1%		0.7%
Used Program	8	--	87.5%	*	--
Never Used Program	1164	--	9.6%		--

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

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

Table UWP16. Value and Use of WISELI

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1234	52.2%		44.1%		4.6%	
Women	365	41.9%	*	55.6%	*	11.8%	*
Men	851	56.9%		38.9%		1.4%	
Untenured	303	67.0%	*	31.7%	*	5.4%	
Tenured	931	47.4%		48.1%		4.3%	
Biological	426	50.9%		44.4%		6.8%	*
Physical	242	45.9%	*	47.9%		7.6%	*
Social	331	54.7%		44.1%		2.5%	*
Humanities	212	57.1%		41.0%		0.0%	*
Science	668	49.1%	*	45.7%		7.1%	*
Non-Science	543	55.6%		42.9%		1.5%	
Faculty of Color	82	51.2%		45.1%		1.2%	
Majority Faculty	1125	52.4%		44.0%		5.0%	
Non-Citizen	131	67.9%	*	29.8%	*	2.3%	
Citizen	1086	50.4%		45.9%		4.9%	
Cluster Hire	46	60.9%		37.0%		2.4%	
Not Cluster Hire	1165	51.7%		44.7%		4.7%	
Multiple Appointments	225	42.7%	*	53.8%	*	6.5%	
Single Appointment	986	54.2%		42.3%		4.2%	
Parent	821	51.9%		44.1%		4.5%	
Non-Parent	400	53.0%		44.0%		4.9%	
Child Under 18	510	58.2%	*	38.6%	*	5.5%	
No Child Under 18	690	48.1%		48.3%		4.1%	
Child Under 6	158	63.9%	*	34.8%	*	5.0%	
No Child Under 6	1041	50.6%		45.6%		4.7%	
Stay Home Spouse	217	63.6%	*	33.2%	*	3.2%	
Working/No Spouse	981	50.1%		46.6%		5.0%	
Used Program	57	--		94.7%	*	--	
Never Used Program	1098	--		41.4%		--	

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

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

Table UWP17. 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	1263	33.4%		50.6%	
Women	379	26.7%	*	58.6%	*
Men	884	36.3%		47.2%	
Untenured	302	68.2%	*	27.5%	*
Tenured	961	22.5%		57.9%	
Biological	437	40.1%	*	47.1%	
Physical	258	43.0%	*	43.4%	*
Social	338	24.9%	*	57.4%	*
Humanities	216	23.2%	*	56.0%	
Science	680	40.9%	*	46.0%	*
Non-Science	569	25.0%		56.2%	
Faculty of Color	109	37.6%		49.5%	
Majority Faculty	1154	33.0%		50.7%	
Non-Citizen	136	61.0%	*	30.2%	*
Citizen	1124	30.1%		53.1%	
Cluster Hire	47	80.9%	*	17.0%	*
Not Cluster Hire	1216	31.6%		51.9%	
Multiple Appointments	223	28.7%		58.7%	*
Single Appointment	1016	34.7%		48.9%	
Parent	836	30.3%	*	52.3%	
Non-Parent	411	39.9%		47.0%	
Child Under 18	513	37.4%	*	48.0%	
No Child Under 18	716	30.9%		52.5%	
Child Under 6	158	52.5%	*	36.1%	*
No Child Under 6	1070	30.8%		52.7%	
Stay Home Spouse	221	46.6%	*	39.4%	*
Working/No Spouse	1006	30.7%		53.2%	

* T-test between groups significant at $p < .05$.
** Compared to 'Somewhat Negative', 'Very Negative' reactions, or 'Don't Know of Program'.

Table UWP17-2. 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	1263	33.4%		76.0%	
Women	379	26.7%	*	79.9%	
Men	884	36.3%		74.1%	
Untenured	302	68.2%	*	86.5%	*
Tenured	961	22.5%		74.6%	
Biological	437	40.1%	*	78.6%	
Physical	258	43.0%	*	76.2%	
Social	338	24.9%	*	76.4%	
Humanities	216	23.2%	*	72.9%	
Science	680	40.9%	*	77.9%	
Non-Science	569	25.0%		74.9%	
Faculty of Color	109	37.6%		79.4%	
Majority Faculty	1154	33.0%		75.7%	
Non-Citizen	136	61.0%	*	77.4%	
Citizen	1124	30.1%		76.0%	
Cluster Hire	47	80.9%	*	88.9%	
Not Cluster Hire	1216	31.6%		75.8%	
Multiple Appointments	223	28.7%		82.4%	*
Single Appointment	1016	34.7%		75.0%	
Parent	836	30.3%	*	75.0%	
Non-Parent	411	39.9%		78.1%	
Child Under 18	513	37.4%	*	76.6%	
No Child Under 18	716	30.9%		76.0%	
Child Under 6	158	52.5%	*	76.0%	
No Child Under 6	1070	30.8%		76.2%	
Stay Home Spouse	221	46.6%	*	73.7%	
Working/No Spouse	1006	30.7%		76.8%	

* T-test between groups significant at $p < .05$.
** Compared to 'Somewhat Negative' or 'Very Negative' reactions. 'Don't Know of Program' coded as missing data.

UWP18. Reaction to compensation provided to some women faculty through the Gender Pay Equity Study in 2000 (Full Codebook)

Positive

Factor	N
Number only – 1 (Very Positive)	2
Number only – 2 (Somewhat Positive)	2
Necessary/fair	292
Good direction, but more needed	42
Respondent benefited personally	26
Needed to attract/retain best faculty	10
Approve cautiously; R fears possible problems it will create	7
Exercise provided indicators for everyone's salaries	1

Negative

Factor	N
Wrong standards used for comparison	14
Too based on gender, not merit	37
Ignores salary inequities of men/other faculty	56
Awarded to undeserving candidates	39
Not well carried out	77
Not rewarded to deserving candidate/Respondent was denied	18
Does not address source of problem/quick fix	17
Unnecessary/no evidence it was needed	34
Ignores other minorities/discrimination	4
Not well funded, took funds from others	18
Should not have depended on women self-selecting	5
Created more trouble than it solved in terms of atmosphere/funding	15
Demoralizing exercise	1

N/A

Factor	N
N/A	1
Not necessary in home department	14
Did not occur in home department/school	6
Not well informed about details, but agree "in principle"	19
Don't know/remember/wasn't here	25
No opinion/didn't affect me	7

Other/Overarching Concerns

Factor	N
Real problem is the valuing of some areas of study over others	7
Real problem lies in compensation system's design	2
Distracted from more important problems	1
Too complex an issue to talk about here	1

Other/Miscellaneous

Factor	N
Respondent didn't answer the questions; it was undecipherable	5

Highlighted entries are topics mentioned most often (top 3).

Section 3: Detailed Results by Topic

G. Sexual Harassment

Questions in this section used the UW-Madison definition of 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 to assess and analyze the incidence of sexual harassment for faculty.

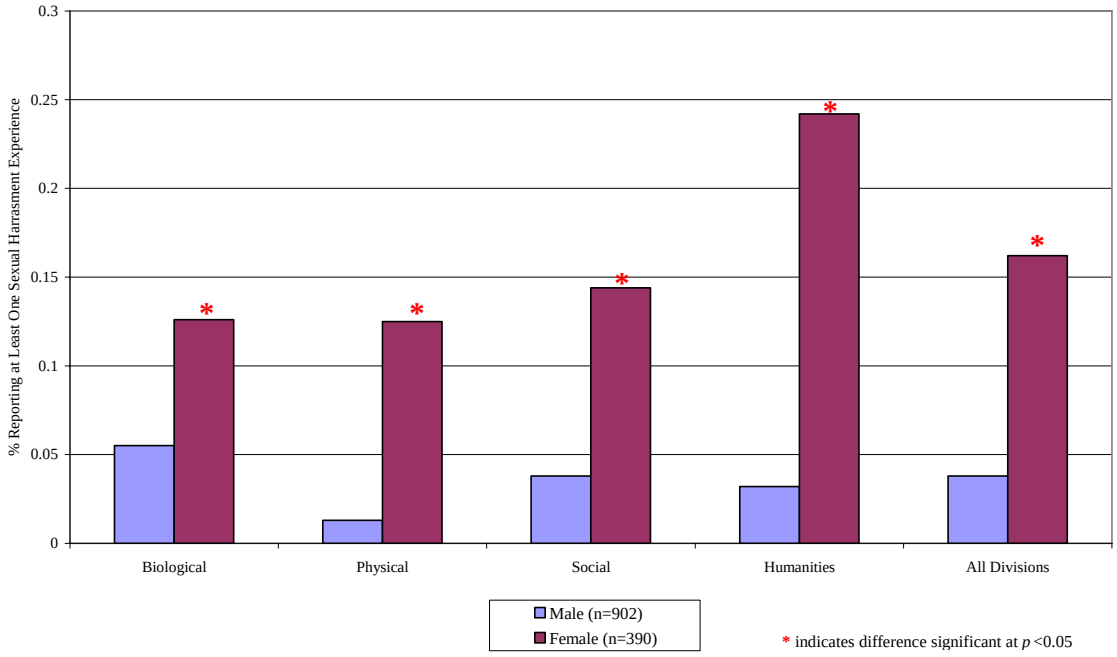
Sexual Harassment Summary

Due to the importance of the issue of sexual harassment to women faculty, the *Faculty Worklife Survey* devoted some space to a more in-depth evaluation the incidence of sexual harassment on campus. While the overall reported rates of harassment among all faculty are quite small (7.5% of faculty report at least one incident of sexual harassment in the past five years), this rate is appreciably higher among women (particulary women in Humanities) and gay/lesbian faculty.

- Women faculty were significantly more likely to report being sexually harassed at least once in the past five years, as compared to men faculty. Women in the Humanities have particularly high incidence of reported harassment (Figure 1).

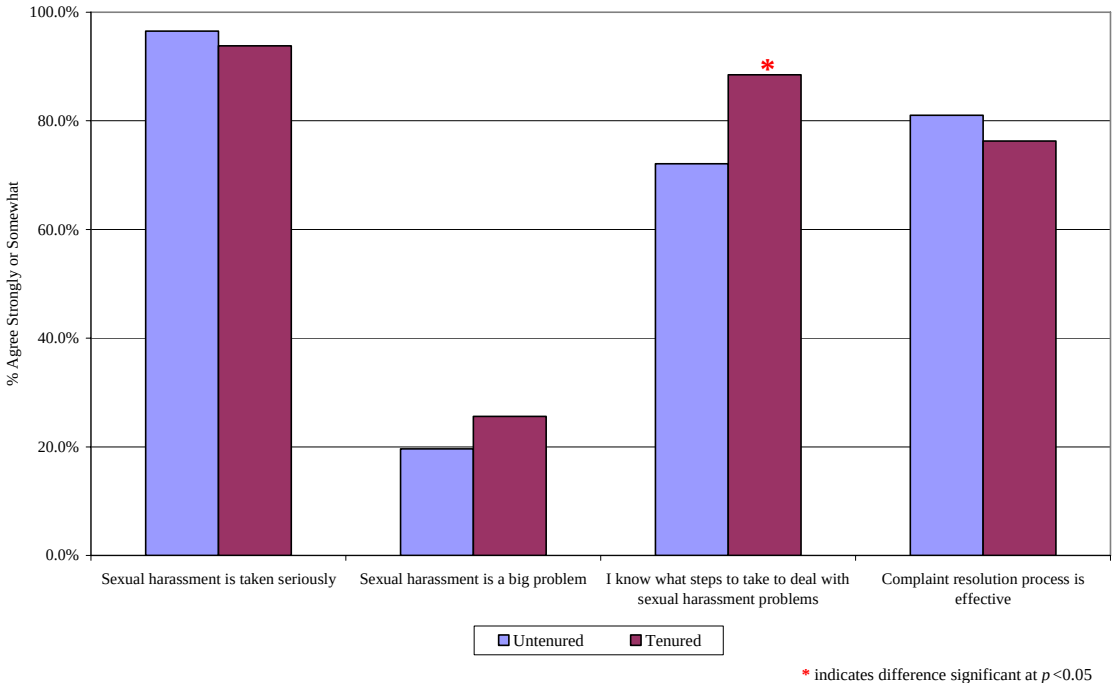
Figure 1. **Facutly Experiences of Sexual Harrasment, by Gender and Division**

Within the last five years, how often, if at all, have you experienced sexual harassment on the UW-Madison campus?



- Although a small proportion of the total faculty population, gay/lesbian faculty report relatively high levels of sexual harassment incidence in the past five years (approximately 23%, not shown.)
- Untenured faculty are significantly less likely than tenured faculty to know the steps to take if someone comes to them with a sexual harassment complaint (Figure 2).

Figure 2. **Faculty Perceptions of Sexual Harassment on the UW-Madison campus, by Tenure Status**



* indicates difference significant at $p < 0.05$

- A large number of faculty chose "Don't Know" options to the sexual harassment items, especially untenured faculty and faculty in the physical sciences. The items with the highest levels of "Don't Know" response were "Sexual harassment is a big problem on campus" and "The process for resolving complaints about sexual harassment at UW-Madison is effective" (Table 1).

Table 1. "Don't know" responses to questions regarding UW-Madison campus sexual harassment policies and institutions, all faculty.

	% "Don't know"
Sexual harassment is taken seriously	12.9
Sexual harassment is a big problem	33.8
Knows what steps to take to deal with a sexual harassment problem	8.4
Effective process to deal with sexual harassment	56.8

Table SH1. Experience of Sexual Harassment by Faculty

	N	Experience Any Harassment		Number of Incidents** Mean	(S.D.)
All Faculty	1294	7.5%		2.5	(1.8)
Women	390	16.2%	*	2.3	(1.6)
Men	902	3.8%		2.7	(2.2)
Untenured	310	8.7%		2.0	(1.0)
Tenured	984	7.1%		2.6	(2.1)
Biological	444	7.4%		2.5	(1.8)
Physical	263	2.7%	*	1.9	(0.9)
Social	348	8.1%		2.6	(2.1)
Humanities	222	12.2%	*	2.3	(1.6)
Science	689	5.8%	*	2.4	(1.7)
Non-Science	588	9.4%		2.4	(1.8)
Faculty of Color	86	8.1%		1.9	(0.9)
Majority Faculty	1208	7.5%		2.5	(1.9)
Non-Citizen	137	5.8%		1.5	(0.0)
Citizen	1153	7.7%		2.5	(1.9)
Gay/Lesbian	31	22.6%		3.1	(2.4)
Bi/Heterosexual	1216	7.2%		2.4	(1.8)
Cluster Hire	46	6.5%		1.5	(0.0)
Not Cluster Hire	1248	7.5%		2.5	(1.9)
Multiple Appointments	233	9.9%		2.7	(1.7)
Single Appointment	1033	6.9%		2.3	(1.8)

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

** Calculated for persons experiencing at least one incident only.

Table SH2. UW-Madison's Response to Sexual Harassment**

	Taken Seriously On Campus (N=1133)		Big Problem On Campus (N=859)		Knows Steps to Take (N=1191)		Effective Process for Resolving Complaints (N=561)	
All Faculty	94.4%		24.6%		85.0%		76.8%	
Women	90.4%	*	34.3%	*	82.2%		69.2%	*
Men	96.0%		20.1%		86.3%		80.1%	
Untenured	96.5%		19.6%		72.1%	*	81.0%	
Tenured	93.8%		25.6%		88.5%		76.3%	
Biological	96.0%		22.0%		87.7%		80.4%	
Physical	95.8%		15.6%	*	80.9%		82.1%	
Social	92.8%		26.3%		82.8%		73.2%	
Humanities	92.9%		36.7%	*	87.9%		71.7%	
Science	95.7%		20.0%	*	85.1%		80.7%	*
Non-Science	93.2%		30.1%		84.9%		72.9%	
Faculty of Color	85.9%	*	34.6%		76.9%		65.0%	
Majority Faculty	95.0%		23.9%		85.5%		77.7%	
Non-Citizen	97.0%		14.8%		83.3%		90.9%	*
Citizen	94.1%		25.4%		85.3%		75.9%	
Gay/Lesbian	76.9%	*	45.8%	*	75.9%		53.3%	*
Bi/Heterosexual	94.8%		24.6%		85.5%		77.7%	
Cluster Hire	100.0%	*	22.7%		71.8%		87.5%	
Not Cluster Hire	94.2%		24.6%		85.4%		76.7%	
Multiple Appointments	91.9%		29.5%		85.7%		79.8%	
Single Appointment	95.1%		23.6%		84.9%		76.2%	

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

** Agree Strongly or Agree Somewhat, vs. Disagree Strongly or Disagree Somewhat; Percent Agreeing presented here. Large numbers of respondents selected "Don't Know" for two questions; these responses were coded as missing data and only scaled answers are reported. Only the sample size for entire sample is reported here.

Table SH3. Don't Know About Campus Sexual Harassment Incidence/Processes**

	Don't Know if Harassment is A Big Problem (N=1297)		Don't Know if UW has Effective Process (N=1297)	
All Faculty	33.8%		56.7%	
Women	35.7%		59.4%	
Men	32.9%		55.6%	
Untenured	52.1%	*	81.3%	*
Tenured	28.0%		49.0%	
Biological	27.6%	*	50.8%	*
Physical	46.6%	*	68.2%	*
Social	32.2%		60.3%	
Humanities	32.7%		49.6%	*
Science	34.3%		57.2%	
Non-Science	32.9%		56.3%	
Faculty of Color	39.5%		52.9%	
Majority Faculty	33.4%		57.0%	
Non-Citizen	55.2%	*	75.7%	*
Citizen	31.2%		54.5%	
Gay/Lesbian	25.0%		53.1%	
Bi/Heterosexual	33.8%		56.2%	
Cluster Hire	53.2%	*	83.0%	*
Not Cluster Hire	33.0%		55.8%	
Multiple Appointments	28.8%		48.9%	*
Single Appointment	34.5%		58.2%	

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

** Percent who responded "Don't Know" to "Sexual harassment is a big problem on campus" and "The process for resolving complaints about sexual harassment at UW-Madison is effective", compared to those who either agreed or disagreed with these statements.

Section 3: Detailed Results by Topic

H. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life. It included questions about child rearing responsibilities, childcare arrangements, caretaking responsibilities for elderly parents or relatives, career obligations of spouses/partners, health status, and disabilities.

a. Balance

Balance Summary

Individual Balancing Act
We asked faculty to tell us whether they agree or disagree with four statements about balancing personal and professional roles. Here, we asked about personal life broadly—not specifically about family roles and obligations. In the analysis that follows, we combine answers of "Agree Strongly" and "Agree Somewhat" to indicate a respondent agrees with the statement, and we combine "Disagree Strongly" and "Disagree Somewhat" to indicate disagreement with the statement.

We first asked whether faculty agreed or disagreed with the statement: *I am usually satisfied with the way in which I balance my professional and personal life.* Overall, 60.2% of faculty agreed that they were balancing the two roles satisfactorily. However, women faculty were significantly less likely than men faculty to agree (49.4% vs. 65.3% of men), and untenured faculty were also less likely to agree compared to tenured faculty—52.6% vs. 62.6%. Science faculty appear to be more satisfied with the work/life balance than non-science faculty, as 63.7% agreed with the statement compared to 55.9% of non-science faculty. This is not an artifact of the greater proportion of men in the sciences, as women faculty in Biological and Physical science departments are also significantly more likely than women in Social science and Humanities departments to say they are satisfied with how they balance work and non-work roles. Finally, those faculty who self-identify as gay or lesbian are much less likely to agree that they satisfactorily balance their personal and professional lives—34.4% vs. 61.1%.

Next, we asked faculty whether they agree that *I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.* Relatively few faculty agreed with this statement—only 33.6%. Significantly more likely to say they have thought about leaving the UW are women faculty (42.2% compared to 29.4% for men faculty); faculty in Humanities departments; faculty who are under-represented minorities (45.4% vs. 32.1%), and faculty who are gay or lesbian (58.1% vs. 32.5%). Faculty in Biological and Physical science departments are less likely to agree that they have considered leaving UW due to balance issues (true for both men and women in the sciences.)

We asked faculty whether *[they] often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.* 39.0% of all faculty indicate that they agree with this statement[2]. Interestingly, more tenured faculty than untenured faculty agree with this statement (40.4% of tenured faculty, vs. 34.7% of untenured.) Of course, they have had more years of professional activities to "forgo." Faculty of color are also significantly less likely to agree with this statement compared to majority faculty (32.1% vs. 39.8%). No other significant group differences emerged for this question.

Finally, we asked faculty whether *personal responsibilities and commitments have slowed down [your] career progression.* Almost half, 42.5%, agreed that this was true. Over half of women faculty agreed (51.0% of women compared to 38.8% of men), and faculty in the Biological and Physical science departments were less likely to agree, compared to those in Social science and

[2] Several respondents strongly felt that the question should have been asked the opposite way; e.g., *I often have to forgo personal responsibilities because of professional activities*.

Humanities (37.0% vs. 49.0%--again, this is true for both women and men faculty, so it is not an artifact of having a higher proportion of male faculty in the science departments.)

Departmental Support of Family Obligations

We wondered to what extend departmental policies and norms, and the attitudes of colleagues, made it easier or harder to balance work obligations with family life. Here, we asked about some specific things related to caring for children that departments and the faculty in them do to help and/or hinder the childrearing process at home. Again, we combined "Agree Strongly" and "Agree Somewhat" statements into one general "agree" category for the following analysis.

Overwhelmingly, faculty thought their departments were very supportive of family obligations. Over 75 percent of respondents agreed that *Most faculty in my department are supportive of colleagues who want to balance their family and career lives;* that *the department knows the options available for faculty who have a new baby;* and *the department is supportive of family leave.* Women faculty were less likely than men faculty to agree with any of these statements; this difference is significant for "having supportive colleagues" and "supporting family leave." Untenured faculty were less likely to agree that the department "knows the options available for faculty with new babies" and that their departments "support family leave" than tenured faculty, and both men and women untenured faculty felt this way. Faculty in science departments were also less likely to agree that their departments were supportive of new parents, compared to faculty in non-science departments, and again this is true for both male and female faculty.

Two statements addressed some specific things that departments do that some parents have commented makes it difficult to combine a faculty position with childrearing. For both statements, a sizeable minority of faculty felt their departments were "guilty" of making things more difficult for parents. First, 40.3% of all faculty agreed that *it is difficult for faculty in my department to adjust their work schedules to care for children or other family members,* and 43.4% of faculty agreed that *department meetings frequently occur early in the morning or late in the day*. Both of these questions address the timing of faculty duties within the department, and the possible effects of these responsibilities on care arrangements. Women faculty in particular found that their departments were not flexible, as significantly more women faculty agreed that "it is difficult to adjust schedules" than did men (45.6% of women vs. 38.0% of men.) Biological and Physical science departments seem to be scheduling more difficult-to-attend meetings, as significantly more Science faculty agreed that "department meetings frequently occur early or late in the day." Interestingly, it was the men faculty in Science departments who tended to agree; no difference between science and non-science departments was found for women.

Finally, as a way to ascertain the "climate" for parents in the department, we asked faculty if they agreed that *faculty who have children are considered to be less committed to their careers*. Some respondents had difficulty answering the question as we posed it, because (as they wrote in the margins) their responses are different depending on the gender of the faculty member. Women faculty, and untenured faculty, were especially likely to agree that faculty with kids are thought to be less committed. Faculty in Science departments were significantly less likely to agree with this statement, probably because very few faculty (16.2%) in Physical science departments agreed, while almost one-third of faculty in Humanities departments (29.4%) agreed.

Summary: Work/Life Balance

Generally, work/life issues are thought to be "women's issues", and to some extent our findings confirm this. Women were significantly less satisfied with their ability to balance their personal and professional lives. Because of this, they were significantly more likely than men to agree that they had seriously considered leaving the UW-Madison, and were significantly more likely to feel

that their career progression had been slowed due to non-work responsibilities. Furthermore, women felt less support from their departments and colleagues as they tried to balance their faculty roles with their family responsibilities. Although most women (72.7%) felt they had supportive colleagues, this is significantly lower than the 82.0% of men who thought their colleagues were supportive of the work/family balance. Women felt that their departments were less-supportive of family leave than their male colleagues, and about two times as many women as men faculty agreed that faculty with children are considered to be less-committed to their careers.

While these findings for women might not be unexpected, perhaps more surprising is that all untenured faculty—both women and men—feel just about the same as women on these issues. In the case of work/life balance issues, it appears that women are the "canary in the coalmine"; that is, they were the first to identify the difficulties of the balancing a busy faculty position with a satisfying life outside of the University, but the issues are universal for all of the junior faculty coming through the ranks. As more junior faculty men are married to women who work in the paid labor force, it is not surprising that they, too, are having difficulty with the "juggling act."

The finding that gay men and lesbians are less satisfied with their work/life balance, and significantly more likely to consider leaving UW-Madison because of these issues, is an interesting one. A breakdown by gender (not shown) shows that these findings are driven by the responses of gay men; lesbians are more satisfied with the balancing act than are men. Whether this is due to Madison in general, or the University in particular, requires more thorough investigation.

Finally, we found some real differences between Science and non-Science departments on these issues. In some ways, Science departments are doing quite well on the work/life front—faculty in these departments are less likely to say they are stigmatized for having children; they say they are more satisfied with their work/life balance; they are less likely to consider leaving the UW-Madison, and science faculty are less likely to say their career progression has slowed due to non-work factors than are faculty in Social science and Humanities departments. At the same time, faculty in science departments are more likely to have meetings early or late in the day and are less supportive of family leave—departmental practices that have been shown in other work to be not very family friendly. These conflicting findings bear some more thorough investigation. For example, one of the most common recommendations given to chairs to make their departments more "family friendly" is to do away with late and early meetings; yet, those departments that have more late and early meetings also seem to have the most satisfied faculty (on worklife balance issues.) It is difficult to understand why faculty in departments that are not as supportive of family leave and are less likely to know what the options are for faculty with new babies would be *more* satisfied, *less* likely to say their career has been slowed, and *less* likely to stigmatize parents. Certainly, the findings here bear further scrutiny and investigation.

Table WB1. Balancing Personal and Professional Life

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

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

Table WB2. Departmental Support of Family Obligations

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

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

Section 3: Detailed Results by Topic

H. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life. It included questions about child rearing responsibilities, childcare arrangements, caretaking responsibilities for elderly parents or relatives, career obligations of spouses/partners, health status, and disabilities.

b. Childcare

Childcare Summary

All Faculty

As Table WC1 shows, most faculty on campus are parents; 67.2% of survey respondents indicated that they have one or more children. 35.9% have school-aged children (defined as children aged 6-17), and 12.9% have preschool children (defined as children aged 0-5). Women faculty, untenured faculty, faculty in Humanities departments, faculty of color, and non-U.S. citizens are significantly less likely than others to have children, while faculty in Biological science departments are more likely to be parents. Untenured faculty are significantly more likely to be parents of children under age 6 (31.5% of untenured faculty are parents of young children, compared to 6.8% of tenured faculty); similarly, faculty who are non-U.S. citizens are more likely than other faculty to be parents of preschool-aged children (22.1% vs. 11.7%).

Faculty Parents

Among faculty who are parents, we find that the mean number of children is just over 2 (Table WC1). On average, the youngest child was born around 1988, while the oldest was born around 1984 (not shown). 63.2% of faculty with children still have kids living in their home (defined children under age 18—not shown), and almost 1/5 of faculty parents (19.4%) have a very young child (under age 6). Women faculty have fewer children than their male peers (1.8 vs. 2.2) and their children tend to be younger, as women faculty are significantly more likely to have school-aged children compared to men (60.0% of women faculty parents have school-aged children, compared to 52.0% of men.) Similarly, untenured faculty have fewer children than do tenured faculty parents (1.9 vs. 2.2). Their children are younger, as untenured faculty are significantly more likely to have both school-aged children (63.2% vs. 51.8%), and young children (58.5% vs. 9.6%), than are tenured faculty. Faculty in Biological science departments have more children on average than do faculty in other departments (2.2 children per Biological science parent, vs. 2.1 for parents in other divisions), while Social science faculty have fewer children (2.0 vs. 2.2). No difference in the number of children between faculty of color and majority faculty was found; however, faculty of color are more likely to have a school-aged child than are majority faculty (66.1% vs. 52.6%). Although faculty who are not U.S. citizens also show no difference in the number of children from faculty who are citizens, they do tend to have younger children, both very young children (under 6—39.0% vs. 17.3%), and school-aged children (71.4% vs. 52.3%).

Children Born Each Year

In our survey, we asked respondents to provide the years of birth for all of their children. We also asked respondents to enter the year that child entered the home; this was to account for children who entered the home at older ages (e.g. through adoption, as stepchildren, or other circumstances.) One reason for asking for such detailed information was so that we could obtain estimates of how many children are born to faculty each year; the results are shown in Table WC2. Using only the "year of birth" variable will over estimate this number because many of those children entered the faculty member's home through marriage to the children's parent; on the other hand, the numbers of births will tend to be under-estimated because many respondents were reluctant to provide information about their children.

We estimate the numbers of children born to faculty on campus using a combination of the "Year of Birth" and "Year Child Entered Home" variables. If only the year of birth was provided, we assumed the child is a biological child of the faculty member, and use that year. If a "Year Child Entered Home" was provided, and if this year is within 5 years of the child's year of birth, then we used the "Year Child Entered Home" as the year that matters—this would be the year a

faculty member would be most likely to extend the tenure clock and/or take parental leave. If the child was over five years old when he or she entered the faculty member's home, we did not count this child in Table WC2; these children are more likely to be step children, and it would be non-normative for a faculty member to take a tenure clock extension or parental leave in such circumstances.

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

Parents of School-Aged Children

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

Among all faculty parents with school-aged children, women and untenured faculty were much more likely to say they "use or need care" compared to men (61.9% vs. 32.2%), and to tenured faculty (62.0% vs. 33.3%--see Table WC3). Those faculty with a spouse or partner who does not work in the labor force full-time were significantly less likely to indicate that they "currently use, or need, any day care services" for their children (23.7% vs. 54.2%). Table WC4 shows that faculty with a partner working part-time or less were significantly more likely to say that a "family member (spouse/partner, grandparent, yourself, etc.)" takes care of their children than are other faculty (52.0% vs. 20.1%), and significantly less likely to indicate that they use "after-school care" for their kids (16.0% vs. 51.8%). Women, untenured faculty, single parents (those parents who say they are single—not married and not parnered), and faculty in Biological Science departments are less likely to indicate that a family member takes care of their children. Women faculty are more likely to indicate that they place their children in "after-school care" than are men faculty (55.7% vs. 32.7%).

Returning to Table WC3, faculty with children ages 6-17 appear to be satisfied with their childcare arrangements overall, with 89.8% indicating that they are "Very Satisfied" or "Somewhat Satisfied" with their current arrangements. No significant differences between groups appeared. Because there was not a great deal of variation, we also dichotomized between those who were "Very Satisfied" with their arrangements, and all others. Many fewer faculty were "Very Satisfied" with their current childcare arrangements for their school-aged children (around 48.4% overall); however, no significant differences in being "Very Satisfied" appeared between any of the groups we investigated.

We also looked for differences in satisfaction with current childcare arrangements among faculty using each of the different arrangements used by parents of school-aged children (Table WC5.) When "satisfaction" is measured simply as Satisfied vs. Dissatisfied, no differences appear

among the different arrangements. However, when we look at those who are "Very Satisfied" compared to all others, two striking differences appear. First, those parents of school-aged children who use the UW-Madison childcare centers (e.g., Bernie's Place, Eagle's Wing, etc.) are significantly more likely to say they are "Very Satisfied" with their childcare than parents not using these centers (80.0% vs. 44.2%)[3]. The second difference is that parents who say that their children take care of themselves are significantly less likely to say they are "Very Satisfied" with the arrangement (20.0% vs. 52.5%) compared to faculty using other after-school arrangements.

Finally, we asked survey respondents to indicate which childcare issue are a priority for them (Table WC6a). We looked at the issues rated as "High Priority" or "Quite a Priority" for faculty with school-aged children, and found that *Care for school aged children after school or during the summer* was by far the biggest priority of faculty—71.7% indicated after school care is a "High" or "Quite" a priority. This was an even higher priority for women faculty, with 81.1% of women faculty reporting after school care to be a high priority (compared to 65.5% of men.) Single parents also rated after school care very highly (81.8% said it was "High" or "Quite" a priority), although due to the small numbers of single parents, this is not statistically different from the rest of faculty. Faculty in Physical science departments thought this was less of a priority, as only 52.6% of Physical science faculty rated this choice as a high priority (compared to 76.4% of faculty in other departments); still this was the category chosen most often by Physical science faculty.

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

The rest of the arrangements we asked about—*availability of campus childcare, availability of infant/toddler care, childcare specifically designed for children with developmental delays or disabilities, childcare when you are away at conferences and special events held elsewhere, extended hour childcare when you must work evenings, nights, or weekends, assistance in covering childcare costs,* and *assistance with referrals to non-university childcare situations*— were high priorities for less than half of the respondents overall; however, some specific groups had higher priorities for these choices. In particular, over half of women faculty also chose campus childcare and conference/event care as high priorities. Faculty in Humanities departments prioritized conference/event care, extended hour care, cost assistance, and childcare referrals as especially high priorities compared to faculty in other departments. Faculty of color placed higher priority on campus childcare, infant/toddler care, and cost assistance with childcare than did their majority counterparts. Non-U.S. citizens also put a higher priority on infant/toddler care. Finally, single parents rated conference/event care, extended hour care, and cost assistance as "High" or "Quite" priorities.

Parents of Preschool-Aged Children

Faculty members who have children under age 6 are about two times as likely as faculty with school-aged children to indicated that they currently use or need childcare services (Table WC3). Women faculty and faculty in Humanities departments were significantly more likely to indicate

[3] This finding remains when parents who have a school-aged child AND a preschool-aged child are removed from the analysis (not shown.)

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

Women faculty and untenured faculty tend to use a family member as a childcare provider less often than men faculty (11.4% vs. 36.0%) and tenured faculty (19.5% vs. 40.4%), as shown in Table WC4. Faculty with a spouse/partner at home at least part-time were much more likely to indicate that a family member cares for their child(ren) (46.7% vs. 23.1%). Other than these few differences, very little variation in the types of childcare chosen by parents of young children appeared in our data.

Returning to Table WC3, faculty with young children appear to be even more satisfied with their childcare arrangements than are faculty with older children. 92.5% of faculty with children under age 6 indicate they are "Very" or "Somewhat" satisfied with their arrangements, and this does not vary by demographic group. Again, to see whether more variation appears we looked at the "Very Satisfied" answers compared to all other choices. Over half (57.1%) of infant/toddler/preschooler parents are "Very Satisfied" with their childcare arrangements, and again, this does not vary by demographic group.

Two striking differences appear when we look at satisfaction with childcare arrangement by the type of arrangements utilized by parents with children under age 6 (Table WC5). First, those parents of young children who use the UW-Madison childcare centers (e.g., Bernie's Place, the Waisman Center, the UW Preschool Labs, etc.) are significantly more likely to say they are "Very Satisfied" with their childcare than parents not using these centers (78.8% vs. 49.5%). The second difference is that parents who use an in-home provider, such as a nanny, are significantly less likely to say they are "Very Satisfied" with the arrangement compared to faculty using other arrangements (38.5% vs. 61.3%).

In Table WC6b we turn to childcare priorities for faculty with very young children. *Availability of infant/toddler care* is a high priority childcare issue, with 68.9% of faculty with children under age 6 rating it a "High Priority" or "Quite a Priority." Faculty in Biological science departments, especially, rated this a high priority (80.0%), and faculty in Physical science departments were much less likely to make infant/toddler care a high priority, compared to other faculty. After school/summer care was rated highly overall by faculty with young children (66.2% gave it a high priority), but this option is in reference to older, school-aged children rather than young children. Back-up/drop-in care is a high priority for 63.2% of faculty, especially women faculty, untenured faculty, and faculty in Biological science departments. Faculty in Social studies departments, and faculty with a partner at home at least part time rate back-up care as less of a priority. Campus childcare is a high priority for 60.2% of faculty. Again, women and untenured faculty rate it as a higher priority than men and tenured faculty, respectively. Finally, sick child care was rated a high priority of 59.4% of faculty with young children, and again, women and untenured faculty rated this a higher priority than other faculty.

The other childcare issues we asked about garnered a "high priority" response for less than 50% of faculty with young children, except for some individual demographic groups. Over half of women faculty with children under age 6 rated conference/event care, cost assistance with childcare, and childcare referrals as a high priority; untenured faculty and faculty in the Humanities also thought that cost assistance and childcare referrals were high priorities. Over 60% of under-represented minority faculty with young children thought that conference/event

care, and cost assistance with childcare were high priorities, although this is not statistically different from majority faculty due to the small numbers of faculty of color with small children.

Summary: Childcare

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

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

1. Make more after-school and/or summer care available to parents on campus. Over 80% of parents whose school-aged children care for themselves (the least satisfied with their childcare arrangements) indicated that this was a high priority. In addition, 51.3% of all parents with school aged children said this was a "High Priority" (see Table WC7).
2. For parents with very young children, those who were most dissatisfied with their arrangements are those who bring care providers into their own homes. The number one priority of these parents is the *availability of infant/toddler care* (84.6%), followed by *availability of campus childcare* and *back-up or drop-in care when your usual childcare arrangements do not work* (73.1% for both issues.) In addition, 50.4% of all parents with children under age 6 said that *availability of infant/toddler care* was a "High Priority", while 46.7% said that *availability of campus childcare* is a "High Priority." See Table WC7.

Our results also show that childcare arrangements and priorities are not evenly distributed among faculty. Women faculty rate almost all childcare issues we presented as higher priority than do male faculty; the same is true for untenured faculty vs. tenured faculty with children under age 6. Further efforts to assess campus needs might want to focus on these groups alone, as they seem to have the greatest need. Another interesting finding is that faculty in Humanities departments, single parents, and faculty of color appear to be the most concerned about the costs of childcare. We usually think of faculty as being in a position to afford good childcare; however, our results show that this is not uniformly the case.

Finally, our estimates show that faculty at UW-Madison produce or adopt approximately 61 children per year. The Biological sciences departments, in particular, show high rates of child production, relative to other departments. Faculty in Letters & Sciences, the School of Veterinary Medicine, and the School of Pharmacy also have rather high rates of reproduction/adoption when considered as a per-faculty-member rate (not shown in Table WC2.) Any campus initiatives that begin to address issues of tenure clock extensions and parental leave might want to make sure to have representatives from these Colleges on the planning committees.

Table WC1. Parental Status of Faculty

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

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

Table WC2. Children Born Per Year, 1991 - 2002

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

* Estimated using survey response rates by gender and departmental division/gender and school, Table xxx.
** Total may be more than sum of men + women due to missing data on gender.

Table WC3. Childcare Needs and Satisfaction for Faculty with Children Under Age 18

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

* Significant difference at $p < .05$.

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

Table WC4. Childcare Arrangements for Faculty with Children Under Age 18

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

* Significant difference at $p < .05$.

Table WC5. Satisfaction with Childcare Arrangements, Faculty with Children Under Age 18

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

* T-test between those who use arrangement, and those who do not, is significant at $p < .05$.
** Indicated "Very Satisfied" or "Somewhat Satisfied" with current childcare arrangements.

Table WC6a. Childcare Priorities for Faculty with School-Aged Children, Ages 6-17**

	Campus Childcare	Infant/Toddler Care	After School/Summer C	Sick Child Care	Back-Up/Drop-In Care	Disabled Child Care	Conference/Event Care	Extended Hour Care	Cost Assistance	Childcare Referrals
Total	39.8%	40.0%	71.7%	54.1%	51.6%	18.0%	41.8%	31.2%	31.6%	28.4%
Women	50.7%*	49.3%*	81.1%*	63.5%*	62.2%*	24.3%	52.8%*	46%*	40.3%*	39.2%*
Men	32.4%	33.6%	65.5%	47.7%	44.6%	13.8%	34.6%	21.1%	25.5%	21.1%
Current Untenured	49.3%	47.8%	72.7%	57.6%	54.6%	19.4%	42.4%	36.4%	35.3%	35.8%
Current Tenured	34.5%	35.6%	71.2%	52.1%	50.0%	17.2%	41.4%	28.2%	27.4%	24.1%
Biological Science	46.3%	46.3%	77.3%	59.4%	53.0%	15.6%	40.0%	29.9%	23.9%	29.2%
Physical Science	18.4%*	18.9%*	52.6%*	36.8%*	27.0%*	2.6%*	31.6%	13.5%*	10.5%*	13.2%*
Social Studies	44.2%	44.2%	75.0%	45.1%	52.9%	26.9%	40.0%	33.3%	37.7%	23.1%
Humanities	48.2%	48.2%	76.9%	78.6%*	75.0%*	29.6%	59.3%*	53.9%*	70.4%*	61.5%*
Science Department	36.2%	36.5%	68.3%	51.0%	43.7%*	10.8%*	36.9%	24.0%*	19.1%*	23.3%
Non-Science Department	45.6%	45.6%	75.6%	57.0%	60.8%	27.9%	46.8%	40.3%	48.8%	35.9%
Under-Represented Minority	50.0%	65.0%*	73.7%	70.0%	60.0%	15.0%	45.0%	25.0%	55.0%*	45.0%
Majority	38.4%	36.8%	71.8%	51.9%	50.3%	18.0%	40.1%	31.5%	28.5%	26.1%
Non-U.S. Citizen	41.4%	50.0%	58.6%	57.1%	55.2%	17.9%	48.3%	34.5%	41.4%	35.7%
U.S. Citizen	38.7%	37.4%	73.9%	53.3%	50.7%	17.7%	40.8%	30.1%	30.1%	27.5%
Single Parent	40.0%	30.0%	81.8%	81.8%	81.8%*	30.0%	80.0%*	81.8%*	72.7%*	40.0%
Married/Partnered Parent	40.0%	40.8%	70.9%	52.6%	50.0%	17.4%	39.8%	28.1%	29.1%	27.9%
Spouse/Partner at Home	23.5%*	30.6%	49.0%*	30.0%*	28.0%*	18.0%	30.0%*	16.7%*	22.5%	16.3%*
Spouse/Partner FT Labor Force	45.9%	43.4%	80.0%	63.2%	60.5%	18.1%	46.2%	36.3%	34.8%	32.8%

* Significant difference at $p < .05$.

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

Table WC6b. Childcare Priorities for Faculty with Preschool-Aged Children, Under Age 6**

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

* Significant difference at $p < .05$.

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

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

Table WC7. Childcare Priorities for Faculty with Children Under Age 18**

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

WC8. Recommendations to UW-Madison to Support Faculty Caregivers (Full Codebook)

"Child care" University Policy/ Recommendations

Factor	N
Stop/slow tenure clock	39
Support family leave	46
Need supportive department	11
Partial leaves when needed	24
Continue current policies	10
Flexibility in meeting and teaching times	37
Reduce responsibility for committees, service, etc.	10
Reduce teaching load	17
Need impartial policy enforcer--should not be up to Department or Dean	3
After-school care or when kids are out of school	5
Sick child care	20
Emergency child care	20
Schedule meetings and classes better	17
Offer part-time options/decreased % time	17
Allow for job-sharing	4
Link child care with department, schools	3
Change culture/expectations about working all the time	14
Allow for alternative work arrangements (e.g., working from home)	5
I'm not aware of policies/need better dissemination	20
Allow family to travel in state-owned vehicles	1
Look at productivity levels	3
Overall support, understanding about parenting	36
Women's mentoring program	1
Have more resources available	1

Other Ideas

Factor	N
Provide college tuition for UW staff	4
Coordinate local school breaks with UW breaks	6
Provide kid-centered programs (e.g., music, Spanish, sailing)	3
Hire lecturers, TAs for support during leaves	8
Allow people to accumulate leave, sick time	3
Tuition remission	1
Good insurance	13
Provide different benefits depending on family status	1
Provide baby-sitting referrals	4
Ensure ADA compliance	1
Compare UW-Madison benefits and policy to industry	1
Shouldn't have to use sick time	2
Provide support services/counseling	13
Parking priority	4
Sick leave used for dependent care	1

"Other care" University Policy/ Recommendations

Factor	N
Unaware of any resources on campus	3
Offer workshops about these issues	5
Time off to be with dying parent	12
Geriatric counseling support services	5
Stop/slow tenure clock for elder care	**3**
Need different kind of family leave	8
Link care w/ Univ. Hospital, Nursing school	3
Disability insurance for partners/spouses	2
Provide medical benefits for domestic partners	6

Affordability/Cost Needs

Factor	N
Affordability/cost needs	6
Need higher salary/increase pay	14
Affordable, lower cost	10
Subsidized child care centers	20
Provide paid or partial paid leave times	15
Increase maximum for ERA-Dependent care contribution	1
Discounts for twins/siblings	1

On-campus Child Care

Factor	N
On-campus child care	12
Better locations	10
More slots available/expand current centers	91
More infant and toddler care	28
More pre-k/kindergarten care	7
Build centers within campus buildings	4
Have nursing rooms available	1
More flexibility in schedule	16
Need better referrals to community	15
Need year-round care	4
Need 24 hour care	4
Provide better facilities	1
Offer childcare for children with disabilities	1

"Other care" University Policy/ Recommendations (Cont'd)

Factor	N
Provide medical benefits for domestic partners	6
Provide care for the elderly	7
Provide better telecommunications for long-distance relatives	2
Recognize partners as spouses	2
Issues regarding disabled children	8
Support for faculty & staff w/ disability or illness	1
Responsibility is Also Men's	6
Classified Staff Issues	1
Don't Do Anything Differently	25
There is Not a Problem	3
This is My Responsibility/Personal Choice, not UW's Responsibility	43
No Opinion/No Comment/No Ideas	77
Not Applicable/Other Comments	2

Highlighted entries are topics mentioned most often (top 3).

Section 3: Detailed Results by Topic

H. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life. It included questions about child rearing responsibilities, childcare arrangements, caretaking responsibilities for elderly parents or relatives, career obligations of spouses/partners, health status, and disabilities.

c. Parent/elder care

Parent/Elder Care Summary

Table WP1 presents results for caretaking of elderly parents or relatives (in the past three years.) Almost one-fifth of all faculty, 18.5%, are caring for aging parents now, or in the recent past. For those who provide such care, faculty average about seven hours per week. In addition, 5.9% of all faculty are in the "sandwich" generation—caring for both aging parents and children (aged 0-18) at the same time.

Consistent with the literature on caretaking, women report more often than men that they care for aging parents (23.8% vs. 16.1%). Among all caretakers, women report spending more hours than do men caring for parents or relatives. Finally, women faculty are significantly more likely than men faculty to be caring for elderly parents or relatives while they are simultaneously caring for children—8.2% of women faculty report being "sandwiched", compared to 5.0% of faculty men.

Tenured faculty are significantly more likely to report caring for aging parents (20.7% of tenured faculty care for aging relatives, compared to 11.5% of untenured faculty.) Yet, untenured faculty who *are* caring for aging parents or relatives face a greater time burden than their tenured colleagues, spending around 11.1 hours per week on the care, compared to 6.3 hours spent by tenured faculty. No other significant group differences in caretaking, or hours spent caretaking, appeared in our data. The significantly lower proportion of Physical science faculty who report caring for an aging parent or relative is due to the larger proportion of males to females among faculty in Physical science departments, relative to other divisions.

Summary: Care for Aging Parents/Relatives
Although the numbers of faculty caring for aging parents or relatives is not large, for those who carry such responsibilities the demands on time can be significant. It is not only true that women in U.S. society tend to carry more of the burden for childcare, but they also tend to carry the burden for caretaking of other family members; this pattern was found in our data as well. Women faculty are more likely to be caretakers for elderly parents; spend more time caring for relatives; and are more likely to be caring for aging parents and relatives while simultaneously caring for children.

Table WP1. Prevalance of Caretaking of Aging Parents Among Faculty

	N	% Care for Aging Parent		Hours/Week Giving Care** Mean	(S.D.)		% Care for Parent & Child Under 18	
All Faculty	1314	18.5%		7.0	(9.0)		5.9%	
Women	395	23.8%	*	9.2	(10.6)	*	8.2%	*
Men	901	16.1%		5.7	(7.6)		5.0%	
Untenured	320	11.5%	*	11.1	(12.7)	*	5.4%	
Tenured	994	20.7%		6.3	(8.1)		6.1%	
Biological	454	19.4%		5.8	(7.6)		5.4%	
Physical	260	13.9%	*	6.4	(10.0)		5.9%	
Social	357	19.9%		7.1	(7.8)		7.1%	
Humanities	226	18.6%		9.1	(11.1)		4.0%	
Science	714	17.4%		6.0	(8.3)		5.6%	
Non-Science	583	19.4%		7.9	(9.2)		5.9%	
URM	109	17.4%		10.0	(11.2)		6.5%	
Majority	1170	18.3%		6.9	(8.9)		5.7%	
Non-Citizen	139	19.1%		7.3	(9.3)		6.1%	
Citizen	1155	14.4%		3.5	(3.2)		5.2%	

* T-test between groups significant at $p < .05$.
** For those who care for aging parents only.

Section 3: Detailed Results by Topic

H. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life. It included questions about child rearing responsibilities, childcare arrangements, caretaking responsibilities for elderly parents or relatives, career obligations of spouses/partners, health status, and disabilities.

d. Spouse/partner

Spouse/Partner Summary

Career decisions are often not made in isolation; rather, the careers of two persons within a relationship are considered simultaneously. In this section, we ask questions about a faculty member's spouse or partner, and their happiness with their job or career here in Madison, relating the partner's job happiness with the faculty member's propensity to consider leaving UW-Madison.

Marital/Partner Status

The majority of faculty members, 87.9%, are married or partnered (Table WS1). Women faculty are less likely than men faculty members to be married or partnered (75.4% vs. 93.4%). Faculty in Humanities departments, and faculty of color are also less likely to be married or partnered compared to other faculty members. Faculty in Science departments are significantly more likely to have a partner or spouse (91.3% vs. 83.6% for non-Science departments.)

One thing couples with two careers might do is choose to live apart, so that both members of the couple can pursue their career goals. Almost 5% of UW-Madison's faculty is living apart from their spouse or partner (although some of these might be cases of marital separation, rather than a "commuter marriage.") Untenured faculty are much more likely to be in such a situation, compared to tenured faculty (7.1% vs. 4.0%), while faculty in the Biological sciences are especially unlikely to have such an arrangement (only 2.4% in "commuter marriages", compared to 6.0% for the rest of the departments.)

Spouse/Partner's Employment

Table WS2 reports employment status and preferences for faculty who are not single. Approximately 75% of all faculty have a spouse in the paid labor force, either full-time (49.7%) or part-time (25.7%). Women and untenured faculty are significantly more likely to have a spouse working full-time, compared to men faculty (72.9% of women have a partner who works full-time, compared to only 41.7% of men) and tenured faculty (55.0% of untenured faculty have a partner working full-time in the paid labor force, compared to 48.1% of tenured faculty.) Women faculty have fewer spouses working part-time compared to their male peers (14.4% of women's partners work part-time, while 29.5% of men's partners work part-time.) Finally, women faculty are significantly less likely to have a partner who is not in the paid labor force at all, compared to male faculty (12.6% vs. 29.8%). Untenured faculty also have fewer spouses/partners working part-time in the labor force than tenured faculty (19.1% vs. 27.8%), but overall have about the same numbers of partners not in the paid labor force as tenured faculty. Finally, faculty of color are less likely to have a spouse/partner working part-time in the paid labor force than are majority faculty.

Spouses/partners of Science faculty appear to be less-committed to the labor force, as Science faculty members have significantly fewer full-time working spouses, and significantly more spouses/partners who are not in the labor force at all, compared to non-science departments. Faculty in the Physical sciences, in particular, tend to follow the "traditional" model of having fewer spouse/partners in the full-time labor force, while faculty in the Social science departments have the most full-time working spouses (and fewest partners not in the paid labor force.) These patterns are not entirely due to the over-representation of men in the Physical sciences. Among women, for example, more women in Physical science departments have a spouse or partner not

in the labor force, compared to women in other departments (13.3% of Physical science women, vs. 12.4% of others—not a statistically significant difference, however.)

Spouse/Partner's Employment Preferences
In Table WS2 we also report data on the employment preferences of these faculty spouses/partners. If a faculty member reports that their spouse/partner wants to move from part-time work to full-time, or from being not in the labor force to either part- or full-time employment, then we code the spouse as wanting more labor force participation; conversely, if a faculty member reports that their spouse would like to move from full-time work to part-time, or to move from any labor force activity to retirement or not in the paid labor force, the spouse was coded as wanting less labor force participation.

Overall, we found that 15.7% of faculty spouse/partners wanted more labor force participation, and 8.7% wanted less. Significantly more untenured faculty members have spouses who are underemployed, and significantly more tenured faculty members have spouses/partners who would like to reduce their labor force participation. Faculty in the Humanities departments, especially, appear to have spouses/partners who are looking for more employment opportunities, while faculty in the Biological science have spouses/partners who are trying to reduce their work for pay. Interestingly, no differences between men and women faculty were found regarding their partners' employment preferences.

Spouse/Partner's Employment at UW-Madison
Finally, we asked faculty to report whether their spouses/partners also work at UW-Madison. Many faculty responded "yes" if their partners had worked at UW in the past, even if they didn't now. Because the question was worded in the present, and thus there is no way to know if other people who marked "no" would have marked "yes" if we had asked the question differently, we changed those who responded for past UW-Madison employment to "no" if necessary. Overall, almost one-third of the spouses/partners of faculty members also work for the UW-Madison. This is significantly higher for women faculty—almost half have a spouse/partner working on campus (48.1% of women faculty, compared to 27.2% of male faculty.) Faculty in the Humanities were also very likely to have a spouse or partner working for the UW, with 40.7% reporting affirmatively. In comparison, only 22.8% of Physical science faculty have a spouse/partner who works for UW-Madison (but, faculty in Physical sciences are less likely to have a spouse in the labor force at all.)

Spouse/Partner's Career Satisfaction
We asked a number of questions designed to ascertain the extent to which spouse/partner career considerations were impacting a faculty member's decision to stay at UW-Madison (Table WS3). First we asked about overall employment satisfaction by asking faculty to agree or disagree with the statement *my spouse/partner is satisfied with his/her current employment opportunities.* We found that overall, 70.1% of faculty spouse/partners were satisfied with their opportunities, with no significant difference in partner's satisfaction between men and women faculty. Untenured faculty were significantly less likely to report that their partners were satisfied with their employment opportunities compared to tenured faculty (61.7% vs. 72.7%). Spouses of Biological science faculty were the most satisfied with their current employment opportunities, with 75.7% of Biological science faculty reporting that they agreed with the statement. Faculty who are not U.S. citizens have significantly less-satisfied spouses/partners, compared to U.S. citizens.

We next asked faculty members if they agree that *I have seriously considered leaving UW-Madison in order to enhance my spouse/partner's career opportunities.* A sizeable number of faculty reported that they agreed—32.2% have seriously considered leaving for their

spouse/partner. Women faculty and untenured faculty are significantly more likely to agree than men faculty (44.1% of women vs. 27.9% of men) and tenured faculty (39.2% of untenured vs. 30.1% of tenured). Faculty in Science departments were less likely to consider changing due to their spouse's employment opportunities (26.5% vs. 39.3% in non-Science departments.)

We asked faculty if they agreed that *my partner/spouse and I are staying in Madison because of my job.* 71.0% of faculty agreed with the statement, and few differences appear in the agreement rates among different demographic groups (Social science faculty were less likely to agree than other faculty, and non-U.S. citizens were significantly more likely to agree.)

Finally, because most employment decisions are made in tandem with a partner, we stated *my spouse/partner and I have seriously considered leaving Madison to enhance both our career opportunities* and asked faculty if they agree. More faculty agreed to this statement, 36.2%, than they did to the statement about partner's employment opportunities alone. Again, women faculty were more likely to indicate that they had considered leaving due to the career opportunities of the couple, and faculty in Science departments were less likely to agree. Faculty of color were also significantly more likely to agree with this statement, but only when the couple as a whole is considered; no significant different between minority and majority faculty was found when only the partner's job was considered.

Summary: Spouse/Partner's Career

Although most faculty (71.0%) say that they and their families are staying here in Madison due to their faculty position at UW, a sizeable minority (around 1/3) have seriously considered leaving to improve either their spouse/partner's career prospects, or the joint prospects of the couple as a whole. Women and untenured faculty especially, who are significantly more likely than men and tenured faculty to have partners who work in the paid labor force full-time, report that they have considered leaving the UW for these reasons. The University seems to be addressing the issue for women, as almost half of the women faculty who responded to our survey reported having a spouse or partner employed by the UW as well. (Controlling for faculty with spouses working full-time, this gender difference remains significant.)

As with the findings for general work/life balance, women seem to be the "canary in the coal mine" regarding the inherent difficulties of combining two careers when at least one of them is a faculty position at UW-Madison. The issues that arise so clearly for women exist, to a lesser extent, for all untenured faculty, male and female. Again, it appears that the rhetoric that says improving the problem for women will improve the situation for men and women might not just be a platitude.

Finally, we uncovered real differences between Science and non-Science faculty in how a spouse/partner's career affects the faculty member's inclination to stay at UW. Faculty in Biological and Physical science departments appear to be more "traditional" than their counterparts in Social science and Humanities departments. They are less likely to have a spouse/partner in the labor force full-time; more likely to have a spouse not in the labor force at all; and significantly less likely to say they are considering leaving the UW-Madison for spousal employment reasons.

Table WS1. Marital/Partner Status

	N	Married/ Partnered		Married/ Partnered, Live Apart**	
All Faculty	1324	87.9%		4.8%	
Women	395	75.4%	*	6.6%	
Men	911	93.4%		4.1%	
Untenured	323	85.5%		7.1%	*
Tenured	1000	88.7%		4.0%	
Biological	456	89.5%		2.4%	*
Physical	265	94.3%	*	5.0%	
Social	358	86.0%		6.7%	
Humanities	228	79.8%	*	6.1%	
Science	721	91.3%	*	3.4%	*
Non-Science	586	83.6%		6.5%	
URM	111	76.6%	*	8.2%	
Majority	1178	89.0%		4.6%	
Non-Citizen	140	85.7%		7.9%	
Citizen	1166	88.2%		4.4%	
Homosexual	32	78.1%		12.5%	
Not Homosexual	1240	88.5%		4.5%	

* T-test between groups significant at $p < .05$.
** Married/partnered but living apart could also include persons who are separated.

Table WS2. Spouse/Partner's Employment and Employment Preferences

	N	Paid Labor Force Full-Time		Paid Labor Force Part-Time		Not in Paid Labor Force		Wants More LFP**		Wants Less LFP**		Working at UW-Madison	
All Faculty	1155	49.7%		25.7%		24.6%		15.7%		8.7%		32.9%	
Women	293	72.9%	*	14.4%	*	12.6%	*	15.0%		6.7%		48.1%	*
Men	847	41.7%		29.5%		28.8%		15.9%		9.4%		27.2%	
Untenured	274	55.0%	*	19.1%	*	25.9%		22.9%	*	5.2%	*	34.3%	
Tenured	880	48.1%		27.8%		24.1%		13.4%		9.8%		32.5%	
Biological	408	50.1%		26.8%		23.0%		11.3%	*	13.5%	*	35.2%	
Physical	249	39.8%	*	23.3%		37.0%	*	18.1%		4.3%	*	22.8%	*
Social	303	55.5%	*	25.1%		19.5%	*	15.0%		6.6%		33.3%	
Humanities	179	53.9%		26.4%		19.6%		23.0%	*	8.6%		40.7%	*
Science	657	46.2%	*	25.5%		28.3%	*	14.0%		9.9%		30.5%	
Non-Science	482	54.9%		25.6%		19.5%		17.9%		7.3%		36.0%	
URM	85	52.9%		16.5%	*	30.6%		25.4%		9.9%		30.1%	
Majority	1040	49.3%		26.5%		24.1%		15.2%		8.5%		32.8%	
Non-Citizen	120	45.4%		25.2%		29.2%		20.0%		8.2%		37.6%	
Citizen	1019	50.2%		25.6%		24.1%		15.0%		8.9%		32.1%	
Homosexual	25	64.0%		24.0%		12.0%		13.0%		8.7%		45.8%	
Not Homosexual	1089	49.7%		25.7%		24.6%		15.5%		8.5%		32.4%	

* T-test between groups significant at $p < .05$.
** LFP = Labor Force Participation.

Table WS3. Spouse/Partner's Career

	N	Spouse/ Partner Satisfied		Considered Leaving/ Partner's Job		Staying Due to Faculty Job		Considered Leaving/ Both Jobs	
All Faculty	1091	70.1%		32.2%		71.0%		36.2%	
Women	286	72.0%		44.1%	*	66.2%		46.4%	*
Men	793	69.6%		27.9%		72.6%		32.6%	
Untenured	831	61.7%	*	39.2%	*	72.6%		39.6%	
Tenured	255	72.7%		30.1%		70.6%		35.2%	
Biological	382	75.7%	*	26.8%	*	73.0%		34.1%	
Physical	232	67.1%		25.9%	*	70.5%		24.8%	*
Social	300	69.3%		36.1%		66.1%	*	41.5%	*
Humanities	169	64.3%		45.0%	*	75.5%		47.2*%	
Science	610	72.5%		26.5%	*	72.1%		30.6%	*
Non-Science	468	67.5%		39.3%		69.5%		43.6%	
URM	80	65.0%		42.1%		77.6%		47.4%	*
Majority	986	70.7%		31.2%		70.3%		35.3%	
Non-Citizen	111	60.9%	*	36.0%		81.0%	*	39.6%	
Citizen	967	71.6%		315.0%		69.9%		35.8%	
Homosexual	24	62.5%		45.8%		50.0%		47.6%	
Not Homosexual	1033	70.9%		32.0%		71.4%		35.7%	

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

Section 3: Detailed Results by Topic

H. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life. It included questions about child rearing responsibilities, childcare arrangements, caretaking responsibilities for elderly parents or relatives, career obligations of spouses/partners, health status, and disabilities.

e. Health

Health Summary

We asked about general health and well-being in order to examine whether there are health consequences to working in a negative climate or have other inequitable working conditions. These analyses will be done at a later date; presented below are some bivariate relationships between health, and selected demographic variables.

Overall Health

Our faculty are generally a healthy group, with 41.1% reporting they are in "Excellent" health, and 77.4% reporting they are in "Excellent" or "Very Good" health. Only 6.6% of faculty report they are in "Fair" or "Poor" health. As is true in most surveys assessing general health, women report that they are in worse health than men, with only 35.8% saying they are in "Excellent" health (compared to 43.8% of men), and 9.6% of women reporting they are in "Fair" or "Poor" health (compared to 5.2% of men.) Untenured faculty appear to be less-healthy than tenured faculty—only 33.6% report themselves to be in "Excellent" health compared to 43.5% of tenured faculty. Faculty in the Biological and Physical sciences report themselves to be in "Excellent" health more often than faculty in Social Science or Humanities departments; particularly faculty in Biological Science departments, 46.4% of whom say they are in "Excellent" health. Finally, faculty of color report that they are in "Excellent" health less-often than majority faculty (31.4% vs. 42.7%), and more often say they are in "Fair" or "Poor" health compared to majority faculty (12.8% vs. 6.0%).

Physical and Emotional States

We asked faculty to report how often they experience eight different physical and emotional states—happy, fatigued, stressed, nervous, depressed, short-tempered, well-rested, and physically fit. We combined answers of "Very often" and "Quite often" in our analyses. For the three positive states—happy, well-rested, and physically fit—we found that most faculty felt happy most of the time (73.8%), just over half felt they were physically fit (54.3%), and only about 1/3 of faculty felt they were well-rested very or quite often (30.8%). Untenured faculty were significantly less likely than tenured faculty to experience these positive states most of the time, as 69.0% of untenured faculty felt happy Very or Quite often compared to 75.6% of tenured faculty; 28.5% felt well-rested compared to 32.7% of tenured faculty, and 47.1% felt physically fit compared to 58.2% of tenured faculty. The only other significant difference we found among demographic groups on these positive states was that faculty of color were significantly less likely to report being happy Very or Quite often compared to majority faculty (61.6% vs. 75.5%).

We also asked about a number of negative emotional and physical traits. Almost half of all faculty reported being fatigued Very or Quite often (47.0%), and stressed (51.2%). The proportions of women, untenured faculty, and faculty of color feeling fatigued and stressed is higher than that for men, tenured faculty, and majority faculty, and these differences are statistically significant except that the higher proportion of minority faculty who feel fatigued is significant at only the $p<.10$ level. Interestingly, faculty in Physical science departments are significantly less likely to feel fatigued and stressed than faculty in any other divisions.

Many fewer faculty experience the other three "negative" states (nervous, depressed, and short-tempered) Very or Quite often, yet again, women, untenured faculty, and faculty of color tend to experience them more often than men, tenured faculty and majority faculty. Women reported experiencing nervousness, depression and being short-tempered significantly more often than

men; they were especially likely to say they are nervous Very or Quite often (25.8%). Untenured faculty are even more nervous than are women faculty, with 28.0% reporting nervousness Very or Quite often, compared to 15.0% of tenured faculty; they are almost as depressed as women faculty as well, with 14.7% reporting being depressed much of the time. Faculty in the Humanities are especially likely to say they are nervous most of the time. Finally, the demographic group experiencing the most nervousness is faculty of color, with almost one-third (31.5%) reporting they are nervous Very or Quite often.

Significant Health Issues or Disabilities

Finally, we wanted to know about another "minority" status among our faculty—the experiences of those faculty with significant health issues or disabilities. We did not define the "health issue" as being only physical, and so mental health issues could be included in this definition if the faculty member wished to report it as such.

We found that a sizeable minority of faculty, 9.5%, self-report as having a significant health issue or disability. This percentage does not much change by demographic group, except that untenured faculty are significantly less likely than tenured faculty to report having a disability (6.3% vs. 10.5%). Among those faculty who report having a significant health issue or disability, around two-thirds (66.1%) report having departments that are "Very" or "Quite" accommodating of their health issue, and a slightly higher percentage (72.0%) report that the UW-Madison is "Very" or "Quite" accommodating. In every case except for those in Biological science departments, faculty rated the accommodations of the UW-Madison higher than the accommodations they receive from their own departments.

Summary: Health and Well-Being

Overall, it seems clear that the group enjoying the best health outcomes are majority men tenured faculty. Women faculty, untenured faculty, and faculty of color rate their general health lower; they report being happy, well-rested and physically fit less often; and they report being fatigued, stressed, nervous, depressed, and short-tempered more often than do men, tenured, and majority faculty. At the same time, tenured faculty overall report higher rates of significant health issues or disabilities than do younger, untenured faculty. The relationship of these health outcomes to other work-related findings will be investigated at a later date.

Table WH1. Rating of Overall Health

	N	% Excellent Health		% Fair/Poor Health	
All Faculty	1258	41.1%		6.6%	
Women	374	35.8%	*	9.6%	*
Men	868	43.8%		5.2%	
Untenured	301	33.6%	*	9.3%	
Tenured	955	43.5%		5.8%	
Biological	435	46.4%	*	6.4%	
Physical	259	40.2%		5.8%	
Social	337	37.7%		6.8%	
Humanities	209	38.3%		7.2%	
Science	694	44.1%	*	6.2%	
Non-Science	546	37.9%		7.0%	
URM	102	31.4%	*	12.8%	*
Majority	1126	42.7%		6.0%	
Non-Citizen	131	33.6%		9.2%	
Citizen	1109	42.2%		6.3%	

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

Table WH2. Ratings of Physical and Emotional States**

	N	% Happy	% Fatigued	% Stressed	% Nervous	% Depressed	% Short-Tempered	% Well-Rested	% Physically Fit
All Faculty	1300	73.8%	47.0%	51.2%	18.3%	11.4%	10.7%	30.8%	54.3%
Women	391	70.8%	59.5% *	64.7% *	25.8% *	15.1% *	14.9% *	28.5%	47.1% *
Men	893	75.6%	41.1%	44.9%	15.0%	9.5%	8.6%	32.0%	57.7%
Untenured	319	69.0% *	56.2% *	64.9% *	28.0% *	14.7% *	11.6%	24.6% *	42.3% *
Tenured	980	75.4%	44.1%	46.7%	15.1%	10.3%	10.4%	32.7%	58.2%
Biological	452	76.6%	48.4%	52.4%	16.0%	9.8%	9.8%	29.8%	54.2%
Physical	261	70.0%	40.2% *	44.1% *	16.9%	11.5%	13.0%	33.6%	57.6%
Social	347	75.8%	49.6%	51.7%	18.4%	11.0%	9.6%	30.7%	52.3%
Humanities	227	69.3%	48.0%	56.0%	24.6% *	15.5%	11.2%	30.1%	55.3%
Science	713	74.2%	45.4%	49.4%	16.3% *	10.4%	11.0%	31.2%	55.5%
Non-Science	573	73.3%	49.0%	53.4%	20.8%	12.8%	10.2%	30.5%	53.5%
URM	112	61.6% *	54.6%	61.8% *	31.5% *	11.0%	14.7%	26.4%	50.9%
Majority	1162	75.5%	46.3%	50.1%	16.9%	11.2%	10.2%	31.5%	55.1%
Non-Citizen	138	68.1%	49.3%	55.1%	24.3%	10.1%	11.0%	25.4%	52.9%
Citizen	1145	74.7%	46.3%	50.5%	17.3%	11.3%	10.3%	31.6%	54.8%

* T-test between groups significant at $p < .05$.
** % responding "Very often" or "Quite often".

Table WH3. Faculty With Significant Health Issues or Disabilities

	N	% Disabled		Department Accomodating?**	UW-Madison Accomodating?**
All Faculty	1312	9.5%		66.1%	72.0%
Women	394	10.7%		57.5%	70.6%
Men	900	8.8%		69.7%	72.3%
Untenured	320	6.3%	*	82.4%	85.7%
Tenured	990	10.5%		63.4%	69.8%
Biological	451	9.5%		70.7%	67.7%
Physical	264	5.7%		53.9%	69.2%
Social	352	11.7%		75.6%	82.4%
Humanities	228	9.7%		50.0%	66.7%
Science	715	8.1%		66.7%	68.2%
Non-Science	580	10.9%		66.7%	76.4%
URM	112	13.4%		53.3%	54.6%
Majority	1166	8.9%		68.7%	75.6%
Non-Citizen	138	3.6%		75.0%	100.0%
Citizen	1155	10.1%		66.4%	71.6%

* T-test between groups significant at $p < .05$.
** Only those who indicated they have a significant health issue or disability answered the questions about departmental and University accomodation of the disability.

Section 3: Detailed Results by Topic

I. Diversity Issues at UW-Madison

Questions in this section asked about faculty members' awareness and concern about diversity issues in their departments.

Diversity Issues at UW-Madison Summary

The *Faculty Worklife* survey incorporated a number of questions to assess faculty's perceptions of diversity and efforts to address issues related to diversity in their departments. A theory of behavioral change (the Trans-Theoretical Model[4]) was employed in structuring these questions, which sought to identify how faculty perceive diversity in their departments and how they perceive attempts to diversify the faculty in their departments.

Overall, most faculty agreed that their departments lacked gender or racial/ethnic diversity both on the faculty (50.1% and 80.0%, respectively) and in leadership positions (42.5% and 71.0%, respectively). Though noting a paucity of diversity, the faculty as a whole indicated that their department climate was good for women and faculty of color (84.9% and 73.8% agreed, respectively). A majority of faculty members indicated that their department had identified ways to address the recruitment of, climate for, and leadership of women faculty and had taken active steps to do so. For faculty of color, however, less than half of faculty agreed that their departments had taken the same steps in these three areas (except that 61.2% of faculty agreed that faculty of color had been actively recruited in their departments.) Interestingly, more faculty members reported that their department had taken steps to address diversity than reported that their department had identified strategies to do so. Faculty tended to indicate that their departments had done a better job responding to gender diversity issues than to racial/ethnic diversity issues (Table 1).

Table 1. Faculty Perceptions of Department Response to Diversity Issues, All Faculty (N=1,269)

	Percent Agree Strongly or Somewhat		
	Department has actively recruited:	Department has taken steps to enhance climate for:	Department has made an effort to promote into leadership:
Women Faculty	81.3	64.3	67.9
Faculty of Color	61.2	46.2	46.0

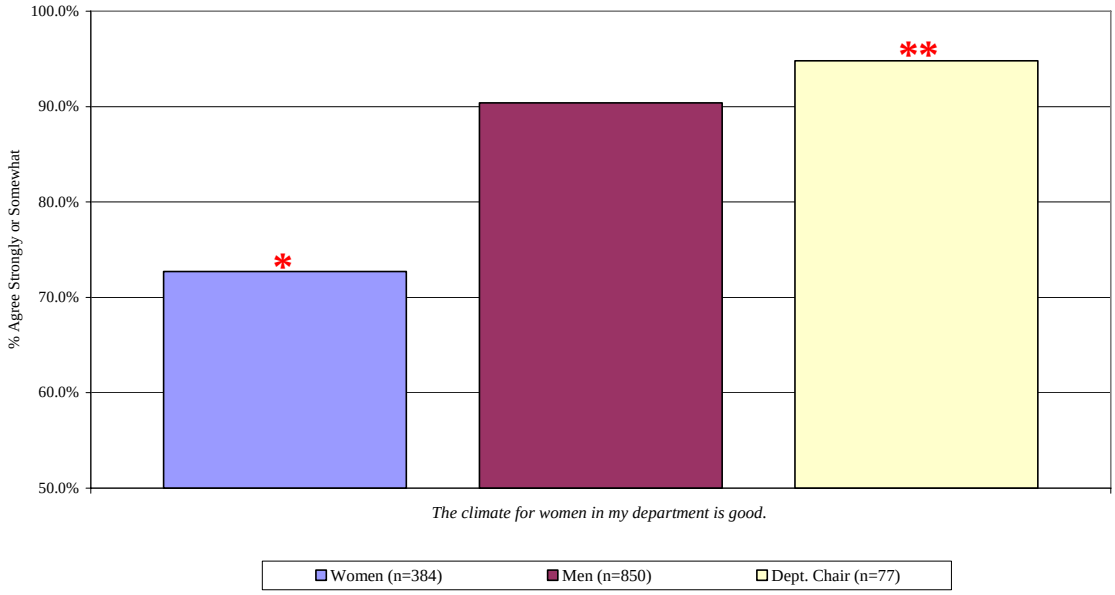
Aggregate faculty responses suggest that on the whole faculty are aware of and concerned about ethic/racial diversity and, to a lesser extent, gender diversity in their departments. They also suggest that faculty more often than not believe that their department has taken steps to address faculty diversity. However, not all faculty report such a positive picture. Some demographic variables are systematically related to statistically different perceptions of diversity issues. These variations are suggestive:

Women and men faculty

- Women faculty and faculty of color reported significantly more negative perceptions of their departments' climate for women and faculty of color as compared to men and majority faculty, respectively (Figure 1 and Figure 2)

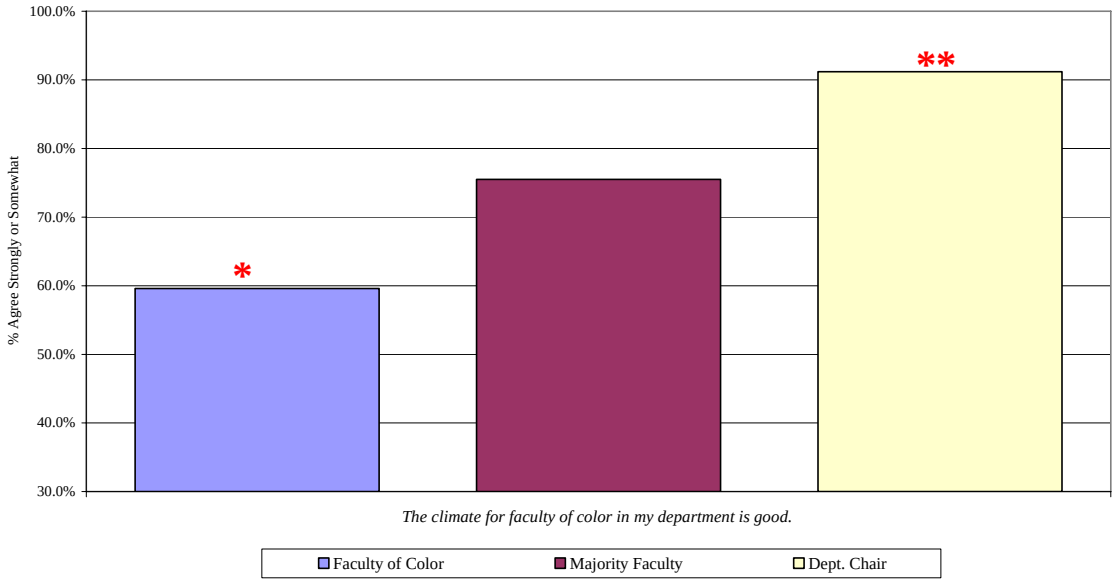
[4] For additional details regarding application of the Trans-Theoretical Model to organizational change in higher education, see: Carnes, M., Handelsman, J., and Sheridan, J. (2003). Diversity in academic medicine: The stages of change model. *Journal of Women's Health 14* (6), 471-475.

Figure 1. **Faculty Perceptions of Department Climate for Women, by Gender and Department Chair**



* difference significant at $p < 0.05$
** difference vs. all other faculty significant at $p < 0.05$

Figure 2. **Faculty Perceptions of Department Climate for Faculty of Color, by Faculty of Color, Majority Faculty, and Department Chair**

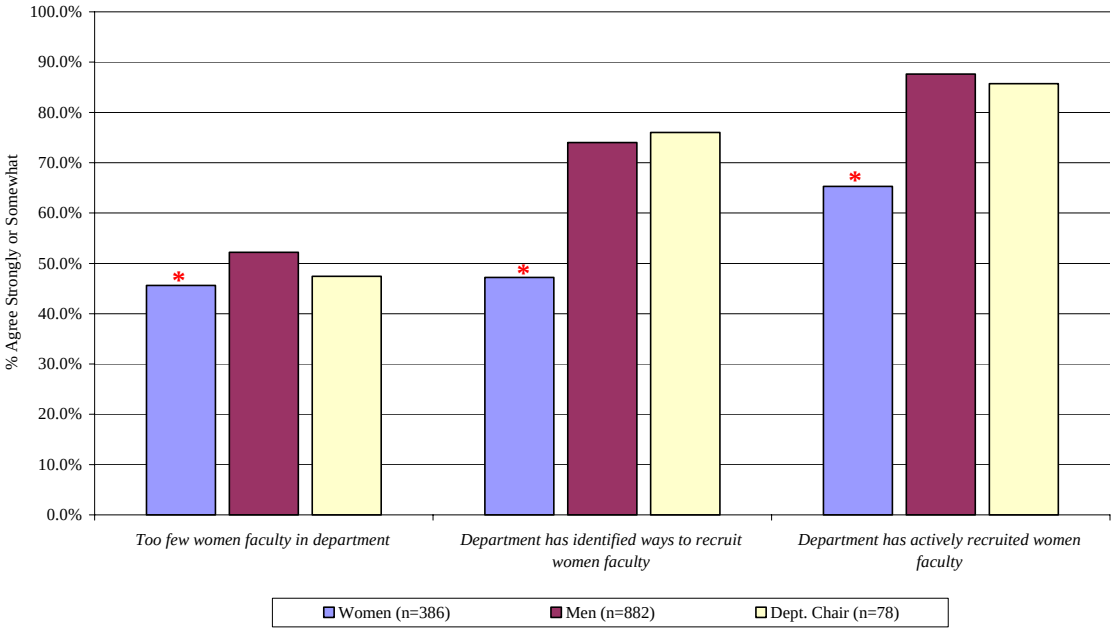


* difference significant at p<0.05
** difference vs. all other faculty significant at p<*0.05*

- Women faculty and faculty of color indicated that they are significantly more concerned with gender and ethnic/racial diversity than their male or majority peers (Figure 3 and Figure 4)

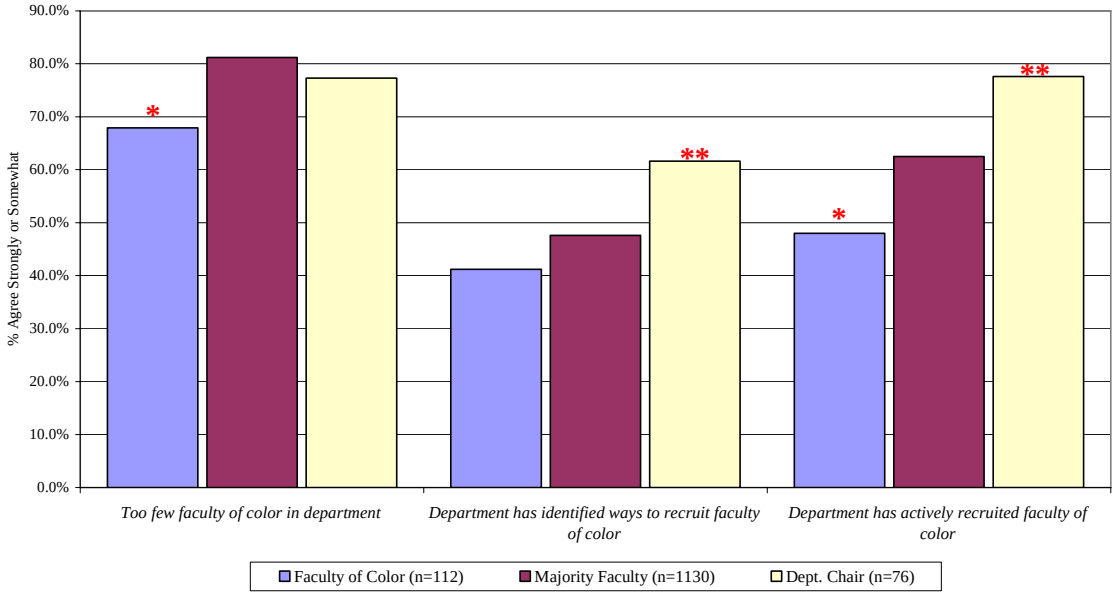
- Women faculty and faculty of color were significantly less likely to report that their departments had identified or undertaken steps to address diversity issues than were men and majority faculty (Figure 3 and Figure 4)

Figure 3. **Faculty Perceptions of Women Faculty as a Diversity Issue, by Gender and Department Chair**



* difference significant at $p < 0.05$

Figure 4. **Faculty Perceptions of Faculty of Color as a Diversity Issue, by Faculty of Color, Majority Faculty, and Department Chair**



* difference significant at $p < 0.05$
** differnce vs. all other faculty significant at $p < 0.05$

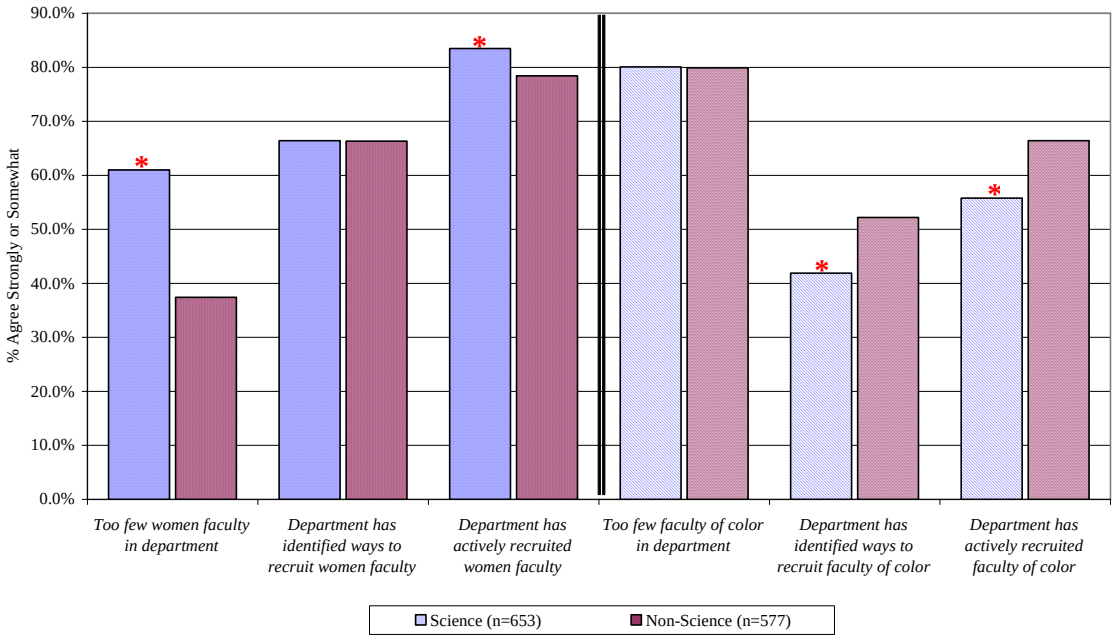
Department chairs

- Department chairs were significantly more likely to positively evaluate their department's climate for women faculty and faculty of color than all other faculty (Figure 1 and Figure 2)
- Department chairs were significantly more likely to report that their departments had planned and undertaken active steps to address racial/ethnic diversity as compared to all other faculty (Figure 4)

Science and Non-Science Faculty

- Science faculty more frequently reported that their department lacked gender diversity among the faculty but more often indicated that women faculty had been actively recruited to their department as compared with non-science faculty (Figure 5)
- Science faculty were no more likely to indicate that their department lacked racial/ethnic diversity than non-science faculty but significantly less frequently reported that their department had identified ways to and had actively recruited faculty of color (Figure 5)

Figure 5. **Faculty Perceptions of Department-Level Diversity Issues, by Science and Non-Science Departments**

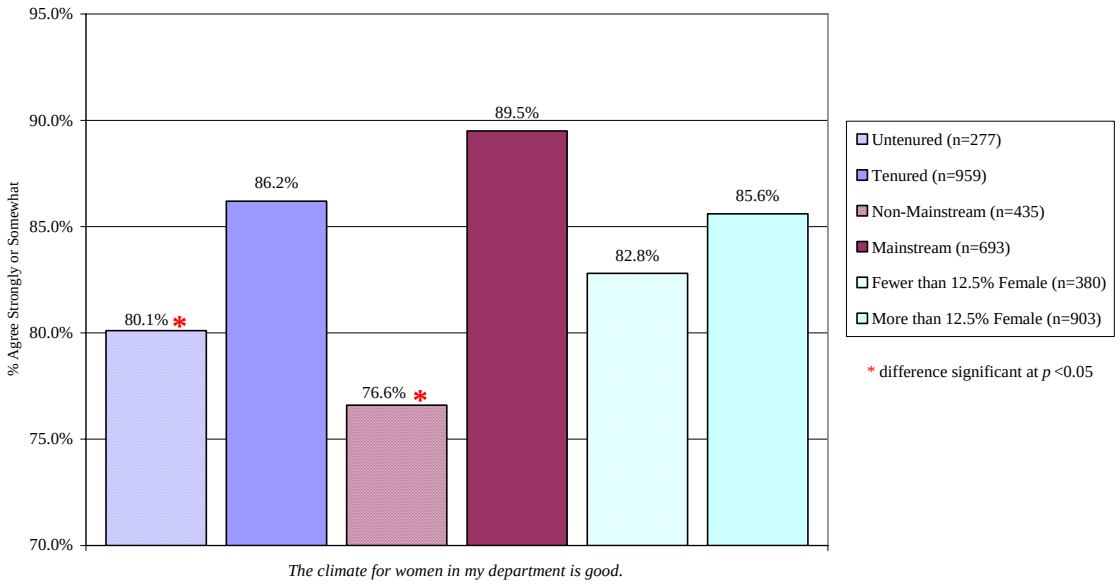


* difference significant at $p < 0.05$

Other notable findings

- Untenured faculty and faculty who identify their research as 'non-mainstream' report significantly less positive perceptions of the climate for women in their department, while faculty in departments with lower and higher percentages of women faculty report statistically equivalent perceptions of their department's climate for women (Figure 6)

Figure 6. **Faculty Perception of Department Climate for Women, by Tenure Status, Research Orientation, and Mass of Women Faculty**



- Many faculty chose not to respond to or indicated "Don't Know" to many items in this section of the survey; this trend was most pronounced for items relating to department actions to address climate issues and faculty leadership, and for questions regarding faculty of color

Table D1. Recruitment of Women and Minority Faculty

	Women Faculty				Faculty of Color			
	N	Too Few	Identified Ways to Recruit	Actively Recruited	N	Too Few	Identified Ways to Recruit	Actively Recruited
All Faculty	1269	50.1%	66.4%	81.3%	1242	80.0%	47.0%	61.2%
Women	386	45.6% *	47.2% *	65.3% *	383	85.6% *	40.1% *	52.0% *
Men	882	52.2%	74.0%	87.6%	858	77.4%	49.8%	65.1%
Untenured	302	51.3%	59.0% *	76.8%	292	80.8%	36.4% *	54.3% *
Tenured	967	49.7%	68.1%	82.5%	950	79.7%	49.3%	62.8%
Biological	438	50.7%	66.2%	81.3%	424	83.3% *	40.0% *	53.0% *
Physical	254	76.8% *	66.1%	86.2% *	247	75.3%	44.4%	58.8%
Social	345	42.3% *	65.7%	79.4%	344	80.2%	56.7% *	74.9% *
Humanities	217	30.0% *	68.4%	77.5%	215	78.6%	45.7%	54.6% *
Science	653	61.0% *	66.4%	83.5% *	653	80.1%	41.9% *	55.8% *
Non-Science	577	37.4%	66.3%	78.4%	577	79.9%	52.2%	66.4%
Faculty of Color	116	43.1%	66.3%	76.5%	112	67.9% *	41.2%	48.0% *
Majority Faculty	1153	50.8%	66.4%	81.8%	1130	81.2%	47.6%	62.5%
Non-Citizen	131	50.4%	68.0%	83.2%	130	68.5% *	41.8%	56.4%
Citizen	1134	50.1%	66.2%	81.1%	1108	81.2%	47.5%	61.6%
Department Chair	78	47.4%	76.0%	85.7%	76	77.3%	61.6% *	77.6% *
Not Chair	1191	50.3%	65.7%	81.0%	1167	80.1%	45.9%	60.0%
Non-Mainstream Research	446	52.7%	58.1% *	74.8% *	439	83.1% *	36.4% *	54.3% *
Mainstream Research	714	48.6%	70.9%	86.0%	698	77.7%	52.0%	64.3%
Fewer than 12.5% Female	921	76.2% *	64.8%	83.9%	913	80.2%	40.6% *	53.9% *
More than 12.5% Female	323	40.8%	67.0%	80.2%	308	79.9%	48.8%	63.4%
More than 35.0% Female	909	17.3% *	68.0%	80.1%	892	77.5%	53.9% *	68.1% *
Less than 35.0% Female	335	62.1%	65.8%	81.5%	329	80.8%	44.0%	58.3%

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

Table D2. Climate for Women and Minority Faculty

	Women Faculty				Faculty of Color			
	N	Good Climate	Identified Ways to Enhance Climate	Taken Steps to Enhance Climate	N	Good Climate	Identified Ways to Enhance Climate	Taken Steps to Enhance Climate
All Faculty	1236	84.9%	63.0%	64.3%	933	73.8%	46.1%	46.2%
Women	384	72.7% *	44.7% *	44.8% *	278	59.7% *	34.3% *	35.2% *
Men	850	90.4%	71.5%	73.2%	653	79.8%	51.4%	51.3%
Untenured	277	80.1% *	53.6% *	49.7% *	190	70.5%	43.8%	45.1%
Tenured	959	86.2%	65.0%	67.3%	743	74.7%	46.6%	46.4%
Biological	423	84.6%	59.9%	63.1%	302	79.5% *	43.9%	41.3%
Physical	246	85.7%	58.6%	60.1%	161	77.6%	40.6%	39.7%
Social	330	84.2%	67.6%	69.1%	286	71.3%	53.0% *	56.0% *
Humanities	222	85.1%	66.5%	63.8%	172	64.0% *	43.1%	42.4%
Science	652	85.4%	59.7% *	62.1%	450	79.3% *	42.8%	41.0% *
Non-Science	569	84.2%	66.6%	66.8%	471	68.4%	49.1%	50.9%
Faculty of Color	110	80.9%	58.9%	60.2%	99	59.6% *	39.8%	40.7%
Majority Faculty	1126	85.3%	63.4%	64.8%	834	75.5%	47.0%	46.9%
Non-Citizen	129	84.5%	62.8%	61.2%	95	79.0%	46.3%	44.9%
Citizen	1104	85.0%	64.6%	64.7%	836	73.2%	46.1%	46.3%
Dept. Chair	77	94.8% *	74.3% *	71.2%	68	91.2% *	56.9%	54.6%
Not Chair	1159	84.2%	62.1%	63.8%	865	72.5%	45.3%	45.5%
Non-Mainstream	435	76.6% *	53.3% *	54.5% *	328	61.0% *	39.4% *	36.4% *
Mainstream	693	89.5%	68.3%	69.2%	521	81.4%	49.7%	50.6%
Fewer than 12.5% Female	308	82.8%	58.9%	62.4%	709	76.0%	42.0%	40.3%
More than 12.5% Female	903	85.6%	64.5%	65.0%	204	72.9%	47.1%	47.7%
More than 35.0% Female	882	87.2%	71.6% *	68.2%	636	72.6%	50.7%	50.9%
Less than 35.0% Female	329	84.0%	59.8%	62.8%	277	74.1%	43.9%	44.1%

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

Table D3. Leadership of Women and Minority Faculty

	Women Faculty				Faculty of Color			
	N	Too Few in Leadership Positions	Identified Ways to Move Into Leadership	Actively Promoted into Leadership	N	Too Few in Leadership Positions	Identified Ways to Move Into Leadership	Actively Promoted into Leadership
All Faculty	1253	42.5%	59.3%	67.9%	1087	71.0%	38.4%	46.0%
Women	383	47.0% *	46.6% *	56.6% *	344	80.8% *	28.3% *	37.0% *
Men	869	40.5%	64.9%	73.0%	742	66.4%	43.1%	50.0%
Untenured	293	45.1%	56.7%	65.4%	252	74.6%	39.7%	44.9%
Tenured	960	41.7%	59.8%	68.4%	835	69.9%	38.1%	46.2%
Biological	429	50.6% *	54.9% *	63.5% *	365	78.4% *	33.3%	40.6%
Physical	247	55.9% *	48.0% *	57.3% *	204	60.3% *	40.3%	46.2%
Social	340	32.1% *	66.1% *	75.2% *	316	71.5%	47.0% *	55.6% *
Humanities	221	28.5% *	68.8% *	75.0% *	190	67.9%	29.8% *	37.2% *
Science	658	52.9% *	52.8% *	61.7% *	559	71.7%	36.2%	43.3%
Non-Science	579	31.0%	66.3%	74.4%	516	70.4%	40.1%	47.9%
Faculty of Color	111	40.5%	64.3%	72.2%	105	67.6%	41.2%	45.8%
Majority Faculty	1142	42.6%	58.8%	67.5%	982	71.4%	38.0%	46.0%
Non-Citizen	128	52.3% *	54.1%	65.4%	108	66.7%	38.5%	37.3%
Citizen	1121	41.3%	59.8%	68.2%	975	71.4%	38.4%	46.5%
Dept. Chair	77	37.7%	69.6%	79.5% *	69	75.4%	50.9%	55.9%
Not Chair	1176	42.8%	58.5%	67.0%	1018	70.7%	37.3%	45.2%
Non-Mainstream	440	48.6% *	47.5% *	57.0% *	392	73.5%	30.4% *	36.8% *
Mainstream	705	39.9%	65.9%	73.6%	603	69.2%	43.0%	50.6%
Fewer than 12.5% Female	919	61.5% *	49.3% *	56.5% *	813	67.6%	37.8%	41.3%
More than 12.5% Female	309	36.3%	62.6%	71.5%	253	72.3%	38.2%	46.7%
More than 35.0% Female	894	20.4% *	72.4% *	78.1% *	767	69.9%	41.7%	50.2%
Less than 35.0% Female	334	51.0%	54.4%	63.9%	299	71.7%	36.5%	43.5%

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

Section 3: Detailed Results by Topic

J. Personal Demographics

This section reports on the demographic variables used to perform bivariate analyses to assess group differences for each survey question. The demographic variables used include gender, rank, departmental division, underrepresented minority, citizenship status, sexual orientation, and parental status.

Personal Demographics Summary

Throughout this report, we perform bivariate analyses on a number of demographic variables, looking for group differences in each survey question. These variables are dichotomized, and t-tests are performed on each survey question (also dichotomized), looking for differences statistically-significant at the $p<.05$ level. No adjustments are made for the hundreds of tests we are performing here; rather, this report is intended to give a *broad overview* of the responses of UW-Madison faculty. More thorough, detailed analysis will follow from the findings of this report.

Gender
The variable that is of primary interest to the mission of WISELI is gender. All but 24 respondents provided this information to us; those 24 cases have missing data on gender, and are left out of all analyses by gender. As Table D1 shows, 30.3% of our analysis sample is female, and 69.7% is male.

Rank
Our sample consists mostly of tenured faculty members—75.8% of the sample is at the associate professor or professor rank, while 24.2% is at the assistant professor level. Women faculty are slightly over-represented in the untenured ranks, while men faculty are slightly over-represented in the tenured ranks, relative to the population as a whole.

Departmental Division
Most faculty respondents are members of departments categorized as Biological science departments (see Appendix 2 for a list of departments and their assigned divisions.) The fewest faculty respondents come from Humanities departments. Due to the low representation of women in Physical science departments, women are under-represented in these departments, and over-represented in Humanities departments, compared to the full sample.

Originally, WISELI defined the "science and engineering" in its mission as departments in the Biological and Physical sciences only. Furthermore, they did not include one department in the School of Education, Kinesiology, which is a mixture of faculty from all four Divisional Committees. The dichotomy "Science" vs. "Non-Science" refers to this WISELI definition of a science department, and is necessary for us to report our findings to the National Science Foundations under the terms of our Cooperative Agreement. Appendix 2 details the specific departments included in the Science/Non-Science dichotomy.

Under-Represented Minority (URM)/Faculty of Color
Women are not the only under-represented group in the faculty at UW-Madison; a number of racial and ethnic minority groups are also under-represented on our faculty, and their experiences may also differ markedly from the majority experience. We used the racial and ethnic categories defined by the UW-Madison when asking respondents for their race/ethnicity, but split the "Asian" category into "Southeast Asian" and "Other Asian/Pacific Islander." The reason for this is that people of Southeast Asian descent are under-represented in higher education, while those of other Asian descent are not. Thus, our definition of Under-Represented Minority (URM) is persons indicating Southeast Asian, Black/African American, Hispanic, or Native American race or ethnicity. Throughout this report, we will refer to these groups as URM faculty or faculty of color; we refer to faculty not in these groups as Majority faculty.

Less than ten percent (8.6%) of faculty respondents are URMs using this definition. More women faculty reported membership in a racial/ethnic minority group than did men faculty. Detailed lists of faculty by ethnic/racial group are not reported, to avoid identifying respondents.

Citizenship Status
We wondered whether faculty members who are not U.S. citizens experience a unique set of problems compared to faculty who are citizens. About ten percent of our faculty respondents report that they are not U.S. citizens; this percentage is similar for both male and female faculty.

Sexual Orientation
Although many respondents were not happy to have a question asking faculty to self-report sexual orientation on this survey (59 people refused to answer the question), we felt it was important to understand the experiences of this minority group as well. Only a small number of faculty self-identified as gay or lesbian (2.5%); slightly more self-identified as gay, lesbian, or bisexual (3.6%). Most of those self-reporting as homosexual are women. We use the gay/lesbian vs. other distinction when reporting results, because our preliminary work showed us that people who self-identify as bisexual tend to have more in common with heterosexuals. We found more significant results when homosexuals were compared to others.

Parental Status
Perhaps the most common reason given by women for leaving academia is the difficulties they face when trying to combine work with family life. We asked for a detailed roster of faculty members' children (age, gender, year left home, year entered home) so that we can understand exactly how childbearing affects the careers of academics, both male and female. When appropriate, we included variables indicating whether the faculty member has children in the home. "Children Under 18" captures most parents with school-aged children or younger, while "Children Under 6" measures instances where faculty have very young children in the home (perhaps the most demanding time in a parent's life because of childcare issues.)

We found that almost half, 42.0%, of faculty have children under age 18 in their homes, and 12.9% have very young children (under age 6). Women faculty have fewer children than do their male counterparts.

Appointment
Finally, we use indicators for a number of appointment details that might affect a faculty member's experience at UW. We include indicators for whether faculty is a cluster hire (3.6%); has multiple appointments (18.4% of faculty); is clinical faculty (1.8%, and only in the Vet School); and is currently a department chair (7.5%).

Other Demographic Variables

Parental Education
A standard variable for measuring socioeconomic background in stratification research is parental education. We found that UW-Madison faculty come from fairly highly-educated backgrounds, as the highest level of parental education overall is 15.2 years; almost a Bachelor's Degree on average. Women faculty tend to have more highly educated parents than do male faculty.

Highest Degree Received

An issue in some departments is the certification of various faculty members (for example, M.D.s versus Ph.D.s in the Medical School.) Overwhelmingly, our faculty respondents held Ph.D.s, although almost 10% hold professional degrees (M.D., J.D., D.V.M., etc.) of some kind instead. Women faculty are slightly less likely to have the Ph.D. than men faculty, but the difference is small. Faculty generally received their degrees in the 1980s, with women receiving their highest degree in 1987 on average, and men receiving theirs in 1981.

Gender Distribution in Departments

Finally, for some sections we will control for the percentage of women in a faculty member's department. Respondents come from departments with 26.0% women, on average (that is, 6.6 women in the department.) Women tend to come from departments with more women in them, so that the average percentage of women in women faculty respondents' departments is over one-third (37.6%), but for men the average is only 21.1% women. Finally, we created an indicator for departments having 12.5% women or less (about 25% of UW-Madison departments fall into this category.) Only 8.2% of women respondents work in these low-female departments, while one-third (33.3%) of male faculty work in these departments.

Table D1. Analysis Variables

	Full Sample		Women Faculty		Men Faculty	
	N	%	N	%	N	%
All Faculty	1340	100.0%	399	100.0%	917	100.0%
Women	399	30.3%	399	100.0%	0	0.0%
Men	917	69.7%	0	0.0%	917	100.0%
Assistant Professor*	324	24.6%	141	35.9%	174	19.3%
Associate Professor	207	15.7%	73	18.6%	132	14.6%
Professor	788	59.7%	179	45.5%	597	66.1%
Untenured	324	24.2%	141	35.3%	174	19.0%
Tenured	1014	75.8%	258	64.7%	741	81.0%
Biological	459	35.0%	119	30.4%	331	36.9%
Physical	264	20.1%	33	8.4%	226	25.2%
Social	359	27.4%	140	35.8%	214	23.8%
Humanities	229	17.5%	99	25.3%	127	14.1%
Science**	723	55.1%	152	38.9%	557	62.0%
Non-Science	588	44.9%	239	61.1%	341	38.0%
URM***	112	8.6%	43	10.9%	68	7.6%
Majority	1187	91.4%	352	89.1%	832	92.4%
Non-Citizen	140	10.6%	39	9.8%	100	11.0%
Citizen	1177	89.4%	357	90.2%	811	89.0%
Gay/Lesbian	32	2.5%	18	4.6%	13	1.5%
Not Homosexual	1249	97.5%	373	95.4%	873	98.5%
Children Under 18	542	42.0%	150	38.2%	387	43.7%
No Kids Under 18	747	58.0%	243	61.8%	498	56.3%
Children Under 6	166	12.9%	44	11.2%	120	13.6%
No Kids Under 6	1122	87.1%	349	88.8%	764	86.4%
Single Parent	28	2.2%	N/A	N/A	N/A	N/A
Married/Partnered Parent	1258	97.8%	N/A	N/A	N/A	N/A
Spouse/Partner at Home	231	17.9%	N/A	N/A	N/A	N/A
Spouse/Partner FT Labor Force	1056	82.1%	N/A	N/A	N/A	N/A
Clinical	24	1.8%	N/A	N/A	N/A	N/A
Tenure-Track	1298	98.2%	N/A	N/A	N/A	N/A
Cluster Hire	47	3.6%	17	4.3%	30	3.3%
Not Cluster Hire	1264	96.4%	374	95.7%	868	96.7%
Multiple Appointments	241	18.4%	73	18.7%	163	18.2%
Single Appointment	1070	81.6%	318	81.3%	735	81.8%
Department Chair	100	7.5%	N/A	N/A	N/A	N/A
Not Chair	1240	92.5%	N/A	N/A	N/A	N/A

* Includes a few cases with C50NN (pre-PhD instructor) titles.
** See Appendix 2 for definitions.
*** Under-Represented Minority.
N/A used when sample size is too small to be non-identifying.

Table D2. Other Demographic Variables

	Full Sample		Women Faculty		Men Faculty	
	Mean	(S.D.)	N	%	N	%
Highest Level Parental Education (Years)	15.2	(2.9)	15.7	(2.5)	14.9	(3.1)
Highest Degree Received:						
Doctoral (Ph.D., Ed.D., etc.)	87.3%	(33.4)	85.1%	(35.7)	88.0%	(32.5)
Professional (M.D., J.D., D.V.M., etc.)	9.0%	(28.7)	9.1%	(28.8)	9.2%	(28.9)
Masters/Other	3.7%	(18.9)	5.8%	(23.4)	2.8%	(16.6)
Year Highest Degree Received	1983	(10.9)	1987	(9.2)	1981	(11.1)
Number Women in Department	6.6	(6.2)	9.1	(7.3)	5.6	(5.3)
Percent Women in Department	26.0%	(18.6)	37.6%	(21.8)	21.1%	(14.5)
Department 12.5% Female or Less	26.0%	(43.9)	8.2%	(27.5)	33.3%	(47.2)

Section 4: Appendices

Section 4: Appendices

Appendix 1: Survey Instrument

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

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

❑d. Other →

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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. 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 pleased 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.*

❑a. Prestige of university
❑b. Prestige of department/unit/lab
❑c. Geographic location
❑d. Opportunities available for spouse/partner
❑e. Research opportunities
❑f. Community resources and organizations
❑g. Quality of public schools
❑h. Teaching opportunities
❑i. Support for research
❑j. Salary and benefits
❑k. Colleagues in department/unit/lab
❑l. Climate of department/unit/lab
❑m. Climate for women
❑n. Climate for faculty of color
❑o. Quality of students
❑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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. 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? *Please circle one number on a scale of 1 to 4.*				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 ⟶ *Go to question 13*

↓

12b. Please explain: _____

Professional Activities

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

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

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

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

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. 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?	❑	❑	❑	❑
b. Outside your department, but on the UW-Madison campus?	❑	❑	❑	❑
c. Off the UW-Madison campus?	❑	❑	❑	❑

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?

❑a. No → *Go to question 21*

❑b. Yes ↓

20b. What are the barriers?

_____

_____

_____

If you have an appointment in more than one department or unit, please answer questions 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?

Circle one number on a scale of 1 to 4 for each statement.	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?

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

Satisfaction with UW-Madison

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

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

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

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

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

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

_____

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

_____

27. Have you ever considered leaving UW-Madison?

❑a. Yes ❑b. No ⟶ *Go to question 30*

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

Not very seriously	Somewhat seriously	Quite Seriously	Very seriously
1	2	3	4

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

_____

UW-Madison Programs and Resources

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

30-32. For each program available on the UW-Madison campus, please rate your perception of the value of the program and indicate whether you have used the program.

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

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

1 Very Positive
2 Somewhat Positive
3 Somewhat Negative
4 Very Negative
5 Don't Know of Program

⟶ 32b. Please explain: _____
_____
_____
_____

Sexual 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.

Circle one number on a scale of 1 to 4.	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.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. 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
❑b. Non-university childcare center
❑c. Childcare in the provider's home
❑d. In-home provider (nanny/babysitter in your home)
❑e. Family members (spouse/partner, grandparent, yourself, etc.)
❑f. After-school care
❑g. Child takes care of self
❑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?

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

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

❑a. Yes ❑b. No ⟶ *Go to Question 44*

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

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

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

_____

_____

_____

Spouse/Partner's Career

45. What is your current marital or cohabitation status?

❑a. I am married and live with my spouse ⟶ *Go to question 46*

❑b. I am not married, but live with a domestic partner (opposite or same sex) ⟶ *Go to question 46*

❑c. I am married or partnered, but we reside in different locations ⟶ *Go to question 46*

❑d. I am single (am not married and am not partnered) ⟶ *Go to question 49*

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

Check one for each.	Full-time	Part-time	Not employed	Retired
a. Spouse/partner's current employment status	❑	❑	❑	❑
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.

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

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

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

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

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

Excellent	Very good	Good	Fair	Poor
1	2	3	4	5

51. How often do you feel:

Circle one number on a scale of 1 to 5 for each item.	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 …

(Circle one number on a scale of 1 to 4 for each statement).	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?

Circle one number on a scale of 1 to 4.	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?

Circle one number on a scale of 1 to 4.	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
❑b. Other Asian/Pacific Islander
❑c. Black/African American, not of Hispanic origin
❑d. Hispanic
❑e. Native American (American Indian or Alaskan Native)
❑f. White, not of Hispanic origin
❑g. Other, please explain: _____

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 granting 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?

Check NA if not applicable.	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	❑	❑	❑	❑	❑	❑	❑
Father	❑	❑	❑	❑	❑	❑	❑

THANK YOU for your time!

Section 4: Appendices

Appendix 2: List of Departments

Appendix 2. WISELI-defined Science Departments

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

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

Division/Department	School/ College*	"Science" Department
Psychology	L&S	No
Social Work	L&S	No
Sociology	L&S	No
Urban & Regional Planning	L&S	No
School of Nursing	NURS	No
Professional Development & Applied Studies	MISC	No
Humanities		
Art	EDUC	No
Dance	EDUC	No
African Languages & Literature	L&S	No
Art History	L&S	No
Classics	L&S	No
Comparative Literature	L&S	No
East Asian Languages & Literature	L&S	No
English	L&S	No
French & Italian	L&S	No
German	L&S	No
Hebrew & Semitic Studies	L&S	No
History	L&S	No
History of Science	L&S	No
Linguistics	L&S	No
School of Music	L&S	No
Philosophy	L&S	No
Scandinavian Studies	L&S	No
Slavic Languages	L&S	No
Languages & Cultures of Asia	L&S	No
Spanish & Portuguese	L&S	No
Theatre & Drama	L&S	No
Women's Studies Program	L&S	No
College Library	MISC	No
Library - Social Sciences	MISC	No
Liberal Studies & the Arts	MISC	No

* BUS = School of Business
CALS = College of Agricultural & Life Sciences
EDUC = School of Education
ENGR = College of Engineering
L&S = College of Letters & Science
LAW = Law School
MED = Medical School
MISC = Gaylord Nelson Institute for Environmental Studies (IES), Division of Continuing Studies, Libraries
NURS = School of Nursing
PHARM = School of Pharmacy
SOHE = School of Human Ecology