




Results from the 2006 *Study of Faculty Worklife at UW-Madison*

Study of Faculty Worklife at the University of Wisconsin-Madison

2006



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:

UNIVERSITY OF WISCONSIN SURVEY CENTER
1800 University Avenue, RM 102
Madison, WI 53726

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Section 1: Survey Implementation Notes

The *Study of Faculty Worklife at UW-Madison* was undertaken as part of WISELI's broader effort to support the advancement of women in academic science, medicine, and engineering. Envisioned as a means of quantitatively measuring the workplace experiences of faculty in the biological and physical sciences, the survey was administered to all tenure-track faculty¹ at the University of Wisconsin – Madison during the spring 2003 semester. The inclusion of social sciences and humanities faculty in the survey group was requested and made possible by the Office of the Provost.

A total of 2,254 surveys were mailed to faculty in February 2003. Among this group, thirty-three were determined to be non-sample cases (e.g., faculty away for the duration of the survey). Thus, the initial survey population included 2,221 UW-Madison faculty. Approximately 60% of all faculty returned a survey. Faculty in Biological and Physical science departments (hereafter, "science") responded above the 60% level as well.

In 2006, WISELI again surveyed all tenure-track faculty on the UW-Madison campus. This second survey was intended to provide longitudinal data that might reveal whether and how faculty's workplace experiences had changed between 2003 and 2006, the period during which WISELI initiated various initiatives and programs at UW-Madison. The survey instrument included many of the same questions as the 2003 survey, though some new items were added and others removed.

The follow-up survey was mailed to 2,218 faculty in February 2006. Among this group, nine were determined to be non-sample cases leaving a total survey population of 2,209. Approximately 55% of this survey population returned a completed survey. The science faculty responded at about the same rates as the faculty overall, with a 54% response rate.

¹ Clinical faculty in the School of Veterinary Medicine were also included in the survey group.

Section 2: Overall Distributions

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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 into a faculty position at UW-Madison to answer the following questions.

1. Were you hired into a faculty position at UW-Madison since January 1, 2003?

- 15.3% a. Yes → **Go to question 2**
 80.7% b. No → **Go to question 5**

2. 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.	50.5%	42.6%	5.3%	1.6%	-
b. The department did its best to obtain resources for me.	49.2%	38.0%	10.7%	1.1%	1.1%
c. Faculty in the department made an effort to meet me.	61.3%	26.3%	10.2%	1.1%	1.1%
d. My interactions with the search committee were positive.	70.7%	22.3%	2.1%	-	4.8%
e. I received advice from a colleague/mentor on the hiring process.	51.9%	26.5%	10.8%	6.0%	4.9%
f. I negotiated successfully for what I needed.	31.2%	44.1%	17.7%	5.9%	1.1%
g. I was naïve about the negotiation process.	23.0%	34.8%	22.5%	19.3%	0.5%
h. I was pleased with my start up package.	30.5%	50.8%	15.0%	2.7%	1.1%

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

- | | |
|---|---|
| 46.3% a. Prestige of university | 32.4% i. Support for research/creative activity |
| 43.6% b. Prestige of department/unit/lab | 12.8% j. Salary and benefits |
| 31.4% c. Geographic location | 33.5% k. Colleagues in department/unit/lab |
| 19.1% d. Opportunities available for spouse/partner | 15.4% l. Climate of department/unit/lab |
| 40.4% e. Research opportunities | 1.6% m. Climate for women |
| 5.3% f. Community resources and organizations | 1.1% n. Climate for faculty of color |
| 8.0% g. Quality of public schools | 6.9% o. Quality of students |
| 5.9% h. Teaching opportunities | 12.8% p. Other, please explain: _____ |

4. What factors, if any, made you hesitate about accepting a position at UW-Madison? Top 3: (1) geographic location; (2) low salary; (3) opportunities available for spouse/partner.

The Tenure Process at UW-Madison

5. Please check the appropriate box:

- 2.3% a. I am clinical or CHS faculty → **Go to question 12**
 22.5% b. I am untenured → **Go to question 6**
 13.3% c. I first received tenure at a university other than the UW-Madison → **Go to question 12**
 7.0% d. I first received tenure at UW-Madison after January 2003 → **Go to question 6**
 55.0% e. I first received tenure at UW-Madison prior to January 2003 → **Go to question 12**

6. Do you currently have tenure? 24.1% a. Yes 75.9% b. No

7. In what year did you receive tenure, or do you expect to be considered for tenure? Mean (S.D.): 2007 (0.17)

8. Please indicate your level of agreement with the following statements regarding your experience with the tenure 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 process overall.	25.0%	42.6%	13.4%	6.3%	12.8%
b.	I understand/understood the criteria for achieving tenure.	38.5%	43.5%	13.8%	3.2%	0.9%
c.	The requirements/standards for tenure (e.g., level of scholarship, teaching requirements, and service requirements) are reasonable.	33.6%	43.2%	15.8%	5.1%	2.4%
d.	I receive/d feedback on my progress toward tenure.	44.4%	35.2%	10.1%	2.7%	7.7%
e.	I feel/felt supported in my advancement to tenure.	46.9%	32.2%	12.2%	4.8%	3.9%
f.	I receive/d reduced responsibilities so that I could build my research program.	30.4%	31.3%	21.8%	12.7%	3.8%
g.	I was told about assistance available to pre-tenure faculty (e.g., workshops, mentoring).	50.2%	35.7%	10.6%	1.5%	2.1%
h.	My senior advisor/mentor committee is/was very helpful to me in working toward tenure.	36.9%	34.8%	15.0%	8.6%	4.7%
i.	I have received mixed messages about the requirements for tenure from senior colleagues.	18.8%	26.5%	23.8%	27.4%	3.5%
j.	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.	28.8%	32.7%	17.4%	9.0%	12.0%
k.	Tenure decisions are based primarily on performance, rather than on politics, relationships or demographics.	32.3%	38.6%	13.2%	5.4%	10.5%

9. Have you ever wanted or ever had cause to extend your tenure clock at UW-Madison?

- 40.0% a. Yes → **Go to question 10**
 60.0% b. No → **Go to question 12**

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

- 78.3% a. Yes → **Go to question 11**
 21.7% b. No → Why not? Top 2: (1) considering/planning to apply; (2) saw no need **Go to question 12**

11. If you extended or reset your tenure clock at UW-Madison, how supportive was your department? *Circle one.*

Extremely Supportive 71.2% Generally Supportive 22.1% Generally Unsupportive 5.8% Extremely Unsupportive 1.0%

Professional Activities

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

12. a. On average, how many hours per week do you work? Mean (S.D.) 55.2 (0.3)_ hours per week
 b. How many hours per week during the academic year? Mean (S.D.) 57.3 (0.3)_ hours per week
 c. How many hours per week during summer months? Mean (S.D.) 45.8 (0.5)_ hours per week
 d. Appointment type: 37.5% a. 12-Month 61.3% b. 9-Month 1.2% c. Other

13. 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	Agree Somewhat	Disagree Somewhat	Disagree Strongly	NA
	1	2	3	4	
a. I have the equipment and supplies I need to adequately conduct my research.	37.3%	40.8%	13.6%	4.8%	4.0%
b. I receive regular maintenance/upgrades of my equipment.	18.6%	31.2%	23.2%	18.6%	8.3%
c. I have sufficient office space.	51.0%	27.0%	12.7%	8.8%	0.5%
d. I have sufficient laboratory/studio space.	22.5%	19.5%	12.1%	7.6%	38.2%
e. I receive enough internal funding to conduct my research.	12.5%	25.9%	24.6%	30.9%	6.2%
f. I receive the amount of technical/computer support I need.	29.3%	41.3%	18.7%	9.5%	1.2%
g. I have enough office support.	26.1%	37.7%	20.6%	14.7%	0.9%
h. I have colleagues on campus who do similar research.	42.0%	37.7%	11.7%	6.2%	2.4%
i. I have colleagues or peers who give me career advice or guidance when I need it.	36.0%	38.0%	13.5%	8.3%	4.3%
j. I have sufficient teaching support (including T.A.s).	16.8%	30.4%	21.9%	17.8%	13.2%
k. I have sufficient clinical support.	4.5%	6.9%	3.4%	2.8%	82.3%

14. Do you currently collaborate, or have you collaborated *in the past three years*, on research with colleagues...

Check all that apply.	Currently collaborate?		Collaborated in the past 3 years?	
	Yes	No	Yes	No
a. In your primary department?	54.9%	45.1%	60.0%	40.0%
b. Outside your department, but on the UW-Madison campus?	57.0%	43.0%	60.5%	39.5%
c. Off the UW-Madison campus?	75.3%	24.6%	79.2%	20.8%

15. Please indicate whether you have ever served on, or chaired, any of the following committees in your department *in the past three years*.

Check all that apply. Check NA if the statement does not apply to you.	Served in past 3 years?		Chaired in past 3 years?		NA
	Yes	No	Yes	No	
a. Space	16.7%	68.1%	6.0%	66.9%	11.8%
b. Salaries	30.8%	57.3%	10.6%	65.6%	7.7%
c. Promotion	45.2%	46.2%	17.5%	63.0%	5.1%
d. Faculty search	56.1%	37.4%	21.5%	60.5%	3.0%
e. Curriculum (graduate and/or undergraduate)	46.4%	44.5%	14.7%	64.5%	5.1%
f. Graduate admissions	41.3%	48.7%	13.2%	65.0%	6.1%
g. Diversity committees	14.3%	70.2%	5.9%	66.9%	12.3%
h. Awards	32.7%	58.1%	12.4%	67.1%	5.9%

16. Please indicate whether you currently hold, or have held *in the past three years*, any of the following positions on the UW-Madison campus.

Check all that apply.	Currently hold?		Held in the past 3 years?	
	Yes	No	Yes	No
a. Assistant or Associate Chair	6.0%	87.3%	5.7%	80.7%
b. Department Chair	8.5%	85.6%	8.8%	78.2%
c. Assistant or Associate Dean	2.5%	91.4%	3.3%	83.8%
d. Dean	0.5%	92.7%	0.5%	85.5%
e. Director of center/institute	11.8%	82.6%	13.0%	73.8%
f. Section/area head	13.8%	79.2%	14.0%	70.8%
g. Principal Investigator on a research grant	64.1%	32.3%	61.4%	27.6%
h. Principal Investigator on an educational grant	11.3%	81.8%	14.2%	73.4%
i. Other, please explain: _____	5.7%	23.9%	5.1%	24.0%

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

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

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

Very Negative 3.2 %	Negative 4.9 %	Mediocre 16.1 %	Positive 47.1 %	Very Positive 28.7 %
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Satisfaction with UW-Madison

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

22. How satisfied are you, in general, with your job at UW-Madison? *Circle one.*

Very Satisfied 45.5%	Somewhat Satisfied 41.4%	Somewhat Dissatisfied 9.8%	Very Dissatisfied 3.4%
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23. How satisfied are you, in general, with the way your career has progressed at the UW-Madison? *Circle one.*

Very Satisfied 44.7%	Somewhat Satisfied 39.6%	Somewhat Dissatisfied 12.7%	Very Dissatisfied 3.0%
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24. If I had it to do over again, I would accept my current position. *Circle one.*

Strongly Agree 60.1%	Somewhat Agree 26.5%	Somewhat Disagree 8.8%	Strongly Disagree 4.5%
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25. If a candidate for a tenure-track faculty position asked you about your department as a place to work, you would: *Check one.*

- 65.1% a. Strongly recommend your department as a place to work.
- 31.0% b. Recommend your department with reservations.
- 3.9% c. Not recommend your department as a place to work.

26. What factors *contribute most* to your satisfaction at UW-Madison? Top 3: (1) Quality of mentoring/mentoring relationships; (2) Madison's geographic location; (3) Interdisciplinarity/opportunities for collaboration.

27. What factors *detract most* from your satisfaction at UW-Madison? Top 3: (1) Low salary; (2) Insufficient resources/support; (3) Lack of support from state/legislature.

28. Have you considered leaving UW-Madison in the past three years?

- 58.6% a. Yes → **Go to question 29**
- 41.4% b. No → **Go to question 32**

29. How seriously have you considered leaving UW-Madison? *Circle one.*

Not very seriously 12.1%	Somewhat seriously 40.9%	Quite Seriously 23.3%	Very seriously 23.7%
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30. What factors contributed to your consideration to **leave** UW-Madison? Top 3: (1) Low salary; (2) Lack of job satisfaction/feel unappreciated; (3) Departmental climate.

31. What factors contributed to your consideration to **stay** at UW-Madison? Top 3: (1) Family/personal reasons; (2) Departmental colleagues/collaborators; (3) No attractive outside offer.

Institutional and Departmental Climate Change

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

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

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

<i>Circle one number on a scale of 1 to 5 for each statement.</i>	Significantly More Positive 1	Somewhat More Positive 2	Stayed The Same 3	Somewhat More Negative 4	Significantly More Negative 5	Don't Know
a. For me personally on campus	3.7%	14.8%	64.1%	11.2%	3.8%	2.5%
b. For me personally in my department	4.8%	19.2%	53.4%	13.6%	7.0%	2.0%
c. For other faculty in my department	1.7%	15.8%	45.0%	16.5%	2.9%	18.1%
d. For staff in my department	2.4%	16.1%	43.2%	16.6%	3.6%	18.1%
e. For women faculty on campus	3.1%	21.0%	38.1%	4.8%	1.3%	31.7%
f. For women staff on campus	1.7%	11.8%	38.8%	4.2%	1.5%	42.0%
g. For faculty of color on campus	1.7%	10.4%	29.7%	6.5%	1.7%	50.1%
h. For staff of color on campus	1.2%	7.2%	29.6%	4.7%	1.0%	56.4%
i. On the UW-Madison campus, overall	0.4%	13.7%	44.8%	15.6%	3.3%	22.2%

33. If you believe climate has changed in one or more of these areas, to what do you attribute these changes?
 Top 3: (1) Lack of funding/resources and/or budget cuts; (2) Recognition/awareness/talk about/acceptance of climate/
 Diversity/gender equity; (3) Political problems with state/legislature—attacks on/budget cuts for UW-Madison.

34. Please indicate your skill levels in each of the following areas as they were in Spring 2003, and as they are now.

<i>Circle one for 2003 and one for 2006.</i>	Spring Semester 2003			Spring Semester 2006		
	No Skill 0	Some Skill 1	High Skill 2	No Skill 0	Some Skill 1	High Skill 2
a. Creating a welcoming environment for faculty and staff in my department.	2.2%	53.4%	44.4%	2.0%	48.9%	49.1%
b. Treating others in my department collegially.	0.6%	32.2%	67.3%	0.3%	29.7%	70.0%
c. Recognizing how my actions affect others.	1.6%	50.1%	48.4%	0.9%	38.2%	60.9%
d. Establishing search procedures to ensure the equitable review of candidates.	14.8%	52.6%	32.6%	10.0%	42.4%	47.6%
e. Establishing search procedures to ensure the equitable hiring of candidates.	15.8%	52.5%	31.8%	11.3%	42.7%	46.1%
f. Creating a welcoming environment for new hires.	3.5%	47.0%	49.5%	1.9%	39.9%	58.2%
g. Mentoring junior faculty.	12.0%	51.7%	36.4%	6.1%	41.6%	52.2%
h. Increasing the visibility of women at UW-Madison.	23.5%	57.7%	18.8%	19.9%	54.4%	25.8%
i. Evaluating tenure cases equitably.	15.5%	35.6%	49.0%	11.2%	31.1%	57.7%
j. Identifying climate issues in my department.	13.3%	60.5%	26.2%	8.3%	53.2%	38.6%
k. Addressing climate issues in my department.	20.3%	62.5%	17.2%	15.5%	60.0%	24.5%
l. Addressing climate issues at UW-Madison.	40.2%	50.1%	9.7%	35.5%	52.0%	12.5%

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.

35-36. 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.

35. How valuable is each program? Please rate on a scale of 1 to 4 (whether or not you have used it).						36. Have you ever used or participated in this program?	
UW-Madison Programs	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Extension of the tenure clock	3.8%	53.7%	24.3%	15.9%	2.3%	20.9%	79.1%
b. Dual Career Hiring Program	22.1%	38.5%	20.0%	15.3%	4.1%	20.7%	79.3%
c. Provost's Strategic Hiring Initiative	37.9%	21.5%	16.7%	17.2%	6.7%	15.8%	84.2%
d. Anna Julia Cooper Postdoctoral Fellowships	81.5%	9.1%	4.5%	3.6%	1.4%	5.8%	94.2%
e. Workshops for Search Committees	53.9%	10.0%	11.4%	18.5%	6.2%	18.7%	81.3%
f. Family Leave	13.4%	49.7%	24.2%	11.2%	1.5%	9.4%	90.6%
g. Ombuds for Faculty	45.6%	15.5%	16.6%	18.4%	4.0%	12.1%	88.0%
h. New Faculty Workshops	16.6%	28.4%	28.5%	24.0%	2.5%	41.9%	58.1%
i. Equity in Faculty Salaries Policy	27.8%	25.3%	19.9%	19.9%	7.1%	25.0%	75.1%
j. Women Faculty Mentoring Program	25.6%	27.7%	25.0%	18.1%	3.6%	26.4%	73.6%
k. Committee on Women	57.5%	10.6%	15.3%	13.9%	2.7%	4.9%	95.1%
l. Office of Campus Child Care	43.1%	24.0%	18.3%	12.2%	2.4%	8.3%	91.7%
m. Cluster Hire Initiative	6.4%	27.3%	23.6%	29.6%	13.0%	39.7%	60.3%
n. Sexual Harassment Information Sessions	22.0%	17.6%	24.4%	28.0%	8.0%	26.8%	73.2%
o. Vilas Life Cycle Professorships	37.7%	21.2%	21.6%	17.3%	2.1%	4.9%	95.1%
p. Plan 2008 Diversity Initiative	50.8%	11.4%	13.6%	18.1%	6.2%	13.7%	86.4%
q. Women in Science and Engineering Leadership Institute (WISELI)	31.5%	23.8%	25.5%	16.3%	2.8%	20.9%	79.1%

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.

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

94.4% Never 4.3% 1 to 2 times 0.9% 3 to 5 times 0.4% More than 5 times

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. Sexual harassment is taken seriously on campus.	50.7%	32.0%	4.9%	1.2%	11.2%
b. Sexual harassment is a big problem on campus.	2.6%	14.7%	36.4%	14.3%	32.2%
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	31.3%	43.6%	12.3%	4.6%	8.2%
d. The process for resolving complaints about sexual harassment at UW-Madison is effective.	8.5%	21.7%	8.1%	3.3%	58.3%

Balancing Personal and Professional Life

We would like to know more about your family living arrangements and the extent to which faculty at UW-Madison are able to balance their professional and personal lives.

39. What is your current marital or cohabitation status?

- 83.8% a. I am married or partnered and I live with my spouse/partner. → **Go to question 40**
 4.9% b. I am married or partnered, but we reside in different locations. → **Go to question 40**
 11.4% c. I am single (am not married and am not partnered). → **Go to question 41**

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

- 53.8% a. Full-time
 21.5% b. Part-time
 17.2% c. Not employed
 7.5% d. Retired

41. Do you have any children?

- 76.2 % a. Yes → **Go to question 42**
 22.4 % b. No → **Go to question 43**

42. Living arrangements and ages of children:

<i>For each age range of your child/children, please check the box that most closely describes their living arrangements.</i>	Living With Me Full Time	Living With Me Part Time	Not Living With Me	No Children in Age Range
a. Preschool aged children (ages 0 – 5)	17.8%	0.8%	0.4%	40.2%
b. School aged children (ages 6 – 18)	44.7%	3.6%	1.4%	26.7%
c. Older children (age 19 and older)	4.2%	8.6%	38.1%	21.8%

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

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	22.8%	38.2%	26.5%	12.4%	-
b. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	13.6%	19.8%	19.2%	46.3%	1.2%
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	12.9%	27.1%	27.6%	30.1%	2.3%
d. Personal responsibilities and commitments have slowed down my career progression.	14.6%	28.8%	24.5%	31.4%	0.8%
e. Working long hours is an important sign of commitment in my department.	20.1%	39.3%	27.8%	10.1%	2.7%

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

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	30.2%	45.7%	14.9%	3.2%	5.8%	0.3%
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	5.5%	24.2%	38.5%	19.4%	11.8%	0.7%
c. Department meetings frequently occur early in the morning or late in the day.	21.4%	16.9%	17.4%	43.2%	0.3%	1.0%
d. The department communicates the options available for faculty who have a new baby.	21.4%	18.8%	9.7%	8.7%	38.0%	3.4%
e. The department is supportive of family leave.	30.5%	26.7%	7.0%	1.8%	32.2%	1.8%
f. Faculty who have children are considered to be less committed to their careers.	3.2%	10.5%	22.4%	55.6%	8.1%	0.3%

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

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

Excellent 41.5%	Very good 33.9%	Good 17.2%	Fair 6.0%	Poor 1.4%
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46. How often do you feel:

<i>Circle one number on a scale of 1 to 5 for each item.</i>	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy?	32.2%	40.8%	21.2%	4.4%	1.4%
b. Fatigued?	17.9%	32.3%	32.8%	11.7%	5.3%
c. Stressed?	22.2%	27.2%	32.6%	14.3%	3.7%
d. Nervous?	6.6%	12.3%	25.0%	32.1%	23.9%
e. Depressed?	3.6%	7.4%	19.7%	30.6%	38.7%
f. Short-tempered?	2.1%	8.0%	26.6%	36.3%	27.0%
g. Well-rested?	5.0%	24.1%	34.9%	21.2%	14.8%
h. Physically fit?	18.6%	33.1%	29.1%	11.3%	7.9%

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

10.5% a. Yes → **Go to question 48**
89.5% b. No → **Go to question 49**

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Very 1	Quite 2	Somewhat 3	Not at all 4
a. Your primary department?	42.9%	20.5%	25.9%	10.7%
b. UW-Madison?	36.8%	24.5%	22.6%	16.0%

49. Using your own definition of 'burnout', check the item that describes you *most of the time*:

19.4% a. I enjoy my work. I have no symptoms of burnout.

52.2% b. Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.

18.6% c. I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.

5.5% d. The symptoms of burnout that I am experiencing won't go away. I think about frustrations at work a lot.

1.2% e. I feel completely burned out and wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

50. What could be changed about the culture of UW-Madison that would lower the stress on the faculty?
 Top 3: (1) More/better staff/tech support for faculty; (2) Reduce administrative/service burden for faculty; (3) Return focus of job to teaching and research, less emphasis on getting grant money, value various contributions of faculty.

Diversity Issues at UW-Madison

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few women faculty in my department.	22.0%	26.4%	22.3%	27.3%	1.9%
b. My department has identified ways to recruit women faculty.	20.2%	35.3%	21.4%	9.1%	14.0%
c. My department has actively recruited women faculty.	41.5%	31.8%	12.1%	6.4%	8.2%
d. The climate for women in my department is good.	40.6%	38.6%	11.6%	3.4%	5.8%
e. My department has identified ways to enhance the climate for women.	13.4%	30.5%	21.2%	8.3%	26.7%
f. My department has taken steps to enhance the climate for women.	14.9%	30.4%	20.1%	8.2%	26.5%
g. Women in my department must work harder than men to convince colleagues of their competence.	5.6%	16.7%	24.4%	45.5%	7.8%
h. My department has too few women faculty in leadership positions.	14.3%	21.5%	27.3%	34.0%	2.9%
i. My department has identified ways to move women into leadership positions.	17.4%	28.3%	18.3%	9.1%	26.9%
j. My department has made an effort to promote women into leadership positions.	26.4%	31.4%	15.5%	7.5%	19.1%

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

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few faculty of color in my department.	53.3%	27.2%	9.6%	6.2%	3.7%
b. My department has identified ways to recruit faculty of color.	10.4%	25.2%	25.5%	19.7%	19.3%
c. My department has actively recruited faculty of color.	24.2%	24.5%	17.9%	18.5%	14.9%
d. The climate for faculty of color in my department is good.	20.1%	28.3%	13.1%	6.6%	32.0%
e. My department has identified ways to enhance the climate for faculty of color.	7.2%	16.4%	20.3%	13.6%	42.5%
f. My department has taken steps to enhance the climate for faculty of color.	7.0%	16.5%	20.2%	13.1%	43.2%
g. Faculty of color in my department must work harder than majority faculty to convince colleagues of their competence.	4.5%	8.0%	17.1%	35.0%	35.4%
h. My department has too few faculty of color in leadership positions.	34.0%	24.6%	13.6%	11.4%	16.4%
i. My department has identified ways to move faculty of color into leadership positions.	7.9%	13.1%	20.2%	14.2%	44.6%
j. My department has made an effort to promote faculty of color into leadership positions.	9.4%	15.4%	17.3%	14.0%	43.9%

53. How much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. Commitment to diversity is demonstrated in my department.	30.1%	43.9%	18.3%	7.7%
b. Commitment to diversity is demonstrated in my school/college.	29.0%	48.6%	17.0%	5.5%
c. Commitment to diversity is demonstrated at the UW-Madison.	28.3%	49.6%	16.5%	5.6%

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

54. What is your sex?

- 66.7% a. Male
- 32.0% b. Female

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

- 1.5% a. Southeast Asian
- 4.5% b. Other Asian/Pacific Islander
- 1.8% c. Black/African American, not of Hispanic origin
- 3.2% d. Hispanic
- 1.2% e. Native American (American Indian or Alaskan Native)
- 85.0% f. White, not of Hispanic origin
- 1.8% g. Other, please explain: _____

56. What is your sexual orientation?

- 93.3% a. Heterosexual
- 2.0% b. Gay/Lesbian
- 1.5% c. Bisexual

57. Are you a U.S. citizen?

- 88.2% a. Yes
- 10.5% b. No

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

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

<i>Check NA if not applicable.</i>	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
a. Mother	7.9%	4.5%	23.7%	16.6%	27.0%	18.5%	0.4%
b. Father	7.8%	4.7%	14.5%	12.1%	23.3%	35.5%	0.4%

THANK YOU for your time!

Look for results to be posted at <http://wiseli.engr.wisc.edu> in late 2006.

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

Differential Response by Demographic Characteristics

The approximately 60% response rate to both the 2003 and 2006 *Worklife* surveys suggests that a large segment of faculty at UW-Madison are represented in survey responses. However, response rates varied across different groups of faculty. Despite these variations, the pool of respondents is reasonably representative of the UW-Madison faculty.

Women were more likely than men to respond to both the 2003 and 2006 surveys. In 2003, 68.3% of female faculty in the survey population returned a valid response, whereas only 57.4% of male faculty did so. Both men and women faculty responded to the 2006 survey at lower rates than in 2003, though the relative proportion of male and female responses remained constant.

In the 2003 survey, women faculty of color responded at the same or higher rates as majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males. In 2006, all faculty of color (men and women, all nonwhite racial/ethnic groups) tended to respond at lower rates than their majority counterparts, and in contrast to their high participation in the 2003 survey.

Minimal variation in response rates was observed across different divisions – biological sciences, physical sciences, social studies and arts & humanities – in each wave of the survey. In 2003 divisional response rates ranged from 57.3% for the biological sciences to 62.3% for the social sciences. Similarly, responses to the 2006 survey ranged from 51.5% for the physical sciences to 57.3% for the social studies faculty.

Comparing across UW-Madison schools and colleges, more notable variation in response rates can be seen. Faculty in the School of Nursing were most likely to respond to the initial survey, while those in the School of Veterinary Medicine were most likely to respond to the follow-up survey. Business School faculty were least likely to respond to both surveys. These discrepancies may be partially explained by different gender compositions across schools and colleges.

Neither the tenure status nor rank of faculty appears to be related to propensity to respond to the surveys. In both 2003 and 2006, approximately equal proportions of assistant, associate, and full professors returned a valid response. Likewise, both tenured and untenured faculty were about equally likely to respond to the surveys.

Table RR1. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison - Wave 2 (2006)*

	Tenure-Track Faculty			Clinical Faculty (VETMED only)			Full Sample		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Surveys Mailed	1,569	609	2,178	18	22	40	1,587	631	2,218
Ineligible Respondents	7	2	9	0	0	0	7	2	9
Completed Surveys Returned*	818	381	1,201	13	16	29	831	397	1,230
Response Rate	52.4%	62.8%	55.4%	72.2%	72.7%	72.5%	52.6%	63.1%	55.7%

* 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 - Wave 2 (2006)*

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Departmental)*				
Biological Sciences	129	65.8%	67	34.2%
Physical Sciences	41	68.1%	17	31.9%
Social Studies	137	62.3%	83	37.7%
Humanities	89	57.4%	66	42.6%
School/College*				
BUS, LAW, MISC, NURS, SOHE	50	61.7%	31	38.3%
CALS	41	74.5%	14	25.5%
EDUC	32	50.0%	32	50.0%
ENGR, PHARM, VETMED	47	77.0%	14	23.0%
L&S	171	60.9%	110	39.1%
MED	55	63.2%	32	36.8%
Science Department*				
Science	158	68.4%	73	31.6%
Non-Science	238	59.8%	160	40.2%
Rank				
Assistant Professor	149	66.8%	74	33.2%
Associate Professor	73	62.9%	43	37.1%
Professor	173	59.7%	117	40.3%
Tenured				
No	154	67.5%	74	32.5%
Yes	243	60.6%	158	39.4%
Race/Ethnicity				
Nonwhite	57	51.8%	53	48.2%
White/Missing	340	65.5%	179	34.5%
Citizenship				
U.S. Citizen	356	63.1%	208	36.9%
Not U.S. Citizen	41	63.1%	24	36.9%
Cluster Hire				
Yes	22	57.9%	16	42.1%
No	375	63.1%	219	36.9%
Multiple Appointment				
Yes	83	62.4%	50	37.6%
No	311	62.7%	185	37.3%
Department Chair				
Yes	18	84.2%	8	15.8%
No	379	62.9%	224	37.1%

* See Appendix 2 for definitions.

Table RR4. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Men - Wave 2 (2006)

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Departmental)*				
Biological Sciences	309	52.1%	284	47.9%
Physical Sciences	201	49.6%	204	50.4%
Social Studies	198	54.4%	166	45.6%
Humanities	106	48.6%	112	51.4%
School/College*				
BUS, LAW, MISC, SOHE	51	48.4%	63	51.6%
CALS	134	57.5%	99	42.5%
EDUC	44	55.7%	35	44.3%
ENGR, PHARM, VETMED	133	52.8%	119	47.2%
L&S	300	49.7%	304	50.3%
MED	153	51.3%	145	48.7%
Science Department*				
Science	497	51.1%	475	48.9%
Non-Science	317	52.2%	290	47.8%
Rank				
Assistant Professor	152	47.6%	167	52.4%
Associate Professor	110	45.8%	130	54.2%
Professor	549	53.8%	472	46.2%
Tenured				
No	159	48.8%	167	51.2%
Yes	672	53.6%	582	46.4%
Race/Ethnicity				
Nonwhite	98	42.2%	134	57.8%
White/Missing	733	54.4%	615	45.6%
Citizenship				
U.S. Citizen	740	53.7%	639	46.3%
Not U.S. Citizen	90	45.0%	110	55.0%
Cluster Hire				
Yes	34	44.7%	42	55.3%
No	797	52.2%	730	47.8%
Multiple Appointment				
Yes	141	59.5%	96	40.5%
No	667	49.7%	676	50.3%
Department Chair				
Yes	69	75.0%	23	25.0%
No	762	51.2%	727	48.8%

* 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.

Table H1. Perceptions of UW-Madison During Hiring Process, Faculty Hired Since Jan. 1, 2003 - Wave 2 (2006)

	<u>N</u>	<u>Dept. Did Best to Obtain Resources</u>	<u>Faculty Made an Effort to Meet</u>	<u>Interactions With Search Committee Were Positive</u>
Total	185	88.1%	89.1%	97.8%
Women	82	85.4%	86.3%	97.5%
Men	103	90.3%	91.3%	98.0%
Untenured	140	92.1% *	93.6% *	98.5%
Tenured	45	75.6%	74.4%	95.3%
Biological	60	90.0%	94.9% *	98.2%
Physical	33	93.9%	90.9%	100.0% *
Social	60	86.7%	89.7%	98.2%
Humanities	30	80.0%	74.2% *	93.5%
Science	87	92.0%	93.0%	98.8%
Non-Science	96	84.4%	85.3%	96.8%
Faculty of Color	22	86.4%	95.5%	100.0% *
Majority Faculty	163	88.3%	88.2%	97.5%
Non-Citizen	43	95.3% *	90.5%	97.6%
Citizen	142	85.9%	88.7%	97.8%
Cluster Hire	19	94.7%	94.7%	95.0%
Not Cluster Hire	166	87.3%	88.4%	98.1%
Non-Mainstream	61	82.0%	85.2%	96.7%
Mainstream	119	90.8%	90.7%	99.1%

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

Longitudinal tests: not available for these items.

Table H2. Hiring Process "Savvy", Faculty Hired Since Jan. 1, 2003 - Wave 2

	N	Received Advice on Hiring Process	Successfully Negotiated for Needs	Naïve About Negotiation Process
Total	186	82.4%	76.1%	58.1%
Women	82	77.9%	68.3% *	59.8%
Men	104	85.9%	82.4%	56.7%
Untenured	141	91.0% *	75.7%	60.3%
Tenured	45	54.8%	77.3%	51.1%
Biological	60	82.1%	82.0%	56.7%
Physical	33	90.3%	81.8%	63.6%
Social	60	89.7%	75.9%	55.0%
Humanities	31	62.1% *	60.0% *	61.3%
Science	87	84.1%	81.8%	62.1%
Non-Science	97	81.5%	71.3%	54.6%
Faculty of Color	22	86.4%	73.7%	81.8% *
Majority Faculty	164	81.8%	76.4%	54.9%
Non-Citizen	43	85.4%	69.8%	62.8%
Citizen	143	81.5%	78.0%	56.6%
Cluster Hire	20	84.2%	85.0%	30.0% *
Not Cluster Hire	166	82.2%	75.0%	61.4%
Non-Mainstream	61	78.0%	65.0% *	62.3%
Mainstream	120	84.1%	80.8%	56.7%

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

Longitudinal tests: not available for these items.

Table H3. Satisfaction With Hiring Process, Faculty Hired Since Jan. 1, 2003 - Wave 2 (2006)

	N	Satisfied With Hiring Process Overall	Pleased With Start-Up Package
Total	188	93.1%	82.2%
Women	84	91.7%	79.0%
Men	104	94.2%	84.6%
Untenured	143	93.7%	85.8% *
Tenured	45	91.1%	70.5%
Biological	62	93.5%	81.7%
Physical	33	87.9%	81.8%
Social	60	95.0%	86.4%
Humanities	31	93.5%	74.2%
Science	89	91.0%	82.8%
Non-Science	97	94.8%	81.2%
Faculty of Color	22	100.0% *	86.4%
Majority Faculty	166	92.2%	81.6%
Non-Citizen	43	100.0% *	74.4%
Citizen	145	91.0%	84.5%
Cluster Hire	20	95.0%	85.0%
Not Cluster Hire	168	92.9%	81.8%
Non-Mainstream	62	91.9%	81.7%
Mainstream	120	94.2%	81.7%

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

Longitudinal tests: not available for these items.

Table H4. Positive Factors for Accepting Faculty Position at UW-Madison, Faculty Hired Since Jan. 1, 2003 (Page 1) - Wave 2 (2006)

	Total		Gender				Rank				
	Rank	%**	Women		Men		Untenured		Tenured		
			Rank	%**	Rank	%**	Rank	%**	Rank	%**	
Prestige of university	1	46.3%	1	52.4%	3	41.3%	2	40.6%	*	1	64.4%
Prestige of department/unit/lab	2	43.6%	4	34.5%	*	1	51.0%	1	44.8%	3	40.0%
Geographic location	6	31.4%	3	35.7%	6	27.9%	5	32.2%	5	28.9%	
Opportunities available for spouse/partner	7	19.1%	7	17.9%	7	20.2%	7	18.2%	8	22.2%	
Research opportunities	3	40.4%	2	38.1%	2	42.3%	3	37.8%	2	48.9%	
Community resources and organizations	14	5.3%	13	4.8%	13	5.8%	13	4.9%	10	6.7%	
Quality of public schools	11	8.0%	12	6.0%	12	9.6%	13	4.9%	*	9	17.8%
Teaching opportunities	13	5.9%	10	8.3%	14	3.8%	12	6.3%	14	4.4%	
Support for research	5	32.4%	4	34.5%	5	30.8%	6	31.5%	4	35.6%	
Salary and benefits	9	12.8%	11	7.1%	*	8	17.3%	9	14.7%	10	6.7%
Colleagues in department/unit/lab	4	33.5%	6	33.3%	4	33.7%	4	35.7%	6	26.7%	
Climate of department/unit/lab	8	15.4%	8	13.1%	8	17.3%	7	18.2%	*	10	6.7%
Climate for women	15	1.6%	14	2.4%	16	1.0%	15	1.4%	16	2.2%	
Climate for faculty of color	16	1.1%	16	1.2%	16	1.0%	16	0.7%	16	2.2%	
Quality of students	12	6.9%	14	2.4%	*	11	10.6%	11	6.9%	10	6.7%
Other	9	12.8%	8	13.1%	10	12.5%	10	8.4%	*	6	26.7%

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

** Percentages add up to over 100% because respondents were asked to choose 3 factors.

Longitudinal tests: not available for these items.

Table H4. Positive Factors for Accepting a Faculty Position at UW-Madison, Faculty Hired Since Jan. 1, 2003 (Page 2) - Wave 2 (2006)

	Departmental Division								Science Dept.			
	Biological Sci.		Physical Sci.		Social Sci.		Humanities		Science		Non-Science	
	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**	Rank	%**
Prestige of university	2	48.4%	2	42.4%	2	50.0%	2	38.7%	2	44.9%	1	47.4%
Prestige of department/unit/lab	6	27.4% *	1	63.6% *	1	53.3%	4	35.5%	3	40.4%	2	46.4%
Geographic location	4	35.5%	9	9.1% *	5	33.3%	1	41.9%	6	25.8%	3	36.1%
Opportunities available for spouse/partner	7	19.4%	14	6.1% *	7	16.7%	2	38.7% *	8	14.6%	7	23.7%
Research opportunities	1	58.1% *	2	42.4%	4	35.0%	7	16.1% *	1	51.7% *	5	30.9%
Community resources and organizations	14	3.2%	14	6.1%	12	5.0%	11	9.7%	14	4.5%	12	6.2%
Quality of public schools	13	6.5%	9	9.1%	11	8.3%	11	9.7%	12	7.9%	11	8.2%
Teaching opportunities	11	8.1%	14	6.1%	-	- *	10	12.9%	13	6.7%	13	5.2%
Support for research	3	43.5% *	5	30.3%	6	28.3%	5	22.6%	4	38.2%	6	27.8%
Salary and benefits	11	8.1%	7	15.2%	7	16.7%	13	6.5%	9	11.2%	10	12.4%
Colleagues in department/unit/lab	5	30.6%	2	42.4%	3	40.0%	7	16.1% *	5	34.8%	4	32.0%
Climate of department/unit/lab	8	14.5%	6	21.2%	9	13.3%	7	16.1%	7	18.0%	9	13.4%
Climate for women	14	3.2%	-	-	-	-	16	3.2%	15	2.2%	16	1.0%
Climate for faculty of color	16	1.6%	-	-	-	-	16	3.2%	16	1.1%	16	1.0%
Quality of students	10	9.7%	7	15.2%	13	1.7% *	16	3.2%	9	11.2% *	14	3.1%
Other	9	11.3%	14	6.1%	9	13.3%	5	22.6%	11	9.0%	8	16.5%

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

** Percentages add up to over 100% because respondents were asked to choose 3 factors.

Longitudinal tests: not available for these items.

H5. Negative Factors for Accepting Faculty Position at UW-Madison, Faculty Hired Since Jan. 1, 2003 - Wave 2 (2006)

University Factors	
Factor	N
Budgetary Issues	5
Prestige/Reputation (low/lack of)	4
Quality of students/post-docs	2
Salary stagnation/compression	2
Fostering competition among faculty	1
Focus on research over teaching	1
reliability of legislature funding	1
Bureaucracy	2

Department Factors	
Factor	N
Climate of Facilities	2
Lack of Mentors	1
Resources	1
Reputation	3
Teaching load	2
Tenure process (apprehensions about)	4
Size of (too small/too big)	2
Problems with other faculty	2

Geographic Location	
Factor	N
Geographic Location	24
In Midwest	2
In Madison	2
Far from family and friends	3
Isolated location	1

Family/Home Life	
Factor	N
Opportunities available for spouse/partner	13
Lack of domestic partner benefits	2
Social prospects in Madison	3
Relocating from previous location	2

Madison	
Factor	N
Size of	4
Cost of living/property taxes	3

School/College Factors	
Factor	N
Internal Political Climate	1
Lack of junior (pre-tenure) leave program	3
Size of	1
Low degree of professionalism	1

Hiring Process	
Factor	N
Benefits	2
Length of process	3
Lost tenure	3
Low salary	23
Start up packages (inadequate)	2
Changed disciplines	1
Addition of extension responsibilities	1
Ignored qualifications	1
Treatment during search process	1
Refusal to restart tenure clock	1
Less Research support	1

Weather	
Factor	N
Weather	3
Cold	4

Had other offers	
	1

Climate	
Factor	N
Lack of diversity	4
For LGBT faculty	1
Racial climate	1

Unsure about being a professor	
Factor	N
Unsure about being a professor	1
Already working/trained at UW	2

Other/Misc	
Factor	N
Deciding whether to do PhD first	0
First position applied for	1
Fear of negative conceptions	1
Starting over	3
Inconsistent info	1
Poor communication	2
Lack of Senior Peers in discipline	1
Lack of putting things in writing	1

None or N/A	
	17

Highlighted fields indicate top 3 responses.

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.

Table T1. Experienced the Tenure Process at UW-Madison - Wave 2 (2006)**

	N	Did/Will Experience Tenure Process	Has Tenure	
All Faculty	1199	84.5%	76.4%	
Women	386	85.5%	63.6%	*
Men	811	84.1%	82.3%	
Untenured	302	91.4%	N/A	*
Tenured	897	82.2%		
Biological	424	82.3%	75.5%	
Physical	239	90.8%	80.0%	*
Social	332	85.5%	73.4%	
Humanities	186	80.6%	78.0%	
Science	639	85.8%	77.6%	
Non-Science	542	83.4%	74.7%	
Faculty of Color	103	84.5%	68.6%	
Majority Faculty	1096	84.5%	77.1%	
Non-Citizen	127	83.5%	53.7%	*
Citizen	1070	84.6%	78.9%	
Homosexual	24	91.7%	45.8%	*
Not Homosexual	1138	84.6%	76.9%	
Cluster Hire	54	72.2%	45.5%	*
Not Cluster Hire	1145	85.1%	77.9%	
Multiple Appointments	218	85.3%	82.2%	*
Single Appointment	955	84.7%	74.8%	
Children Under 18	552	86.1%	72.4%	*
No Kids Under 18	647	83.2%	79.8%	
Children Under 6	173	89.0%	40.4%	*
No Kids Under 6	1026	83.7%	82.4%	
Stay Home Partner	247	85.4%	75.2%	
No Stay Home Partner	916	84.3%	76.8%	
Non-Mainstream	456	86.4%	74.5%	
Mainstream	717	84.1%	77.5%	

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

** 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 who had an extended probationary period.

Longitudinal tests: not available for these items.

Table T2. Satisfaction with Tenure Process at UW-Madison - Wave 2 (2006)**

	N	Satisfied Overall	Understood Criteria	Standards Are Reasonable	Received Feedback	Felt Supported	Received Reduced Resp'ties	Told About Assistance	Helpful Advisor/Mentoring Committee	Mixed Messages About Tenure Reqs	Strong Fit Job and Tenure	Decisions Based on Performance
All Faculty	337	77.5%	82.8%	78.7%	86.2%	82.3%	64.1%	87.7%	77.5%	47.0%	70.0%	79.3%
Women	161	71.6% *	82.0%	72.4% *	85.7%	78.1%	58.1% *	89.9%	71.6% *	52.2%	62.9% *	75.9%
Men	176	82.9%	83.5%	84.3%	86.7%	86.2%	69.6%	85.6%	82.9%	42.1%	76.5%	82.5%
Untenured	259	73.0% *	81.1%	77.3%	85.7%	82.9%	62.0%	87.3%	73.0% *	50.4% *	65.4% *	76.7% *
Tenured	78	89.7%	88.5%	83.1%	86.4%	80.3%	71.1%	89.0%	89.7%	35.1%	82.9%	86.8%
Biological	115	74.5%	78.3%	76.1%	83.8%	82.7%	64.3%	86.5%	74.5%	49.5%	65.3%	79.0%
Physical	59	75.0%	79.7%	78.2%	89.1%	78.6%	67.2%	89.8%	75.0%	40.4%	70.0%	81.3%
Social	113	75.8%	85.0%	75.7%	85.7%	81.7%	67.9%	86.0%	75.8%	46.9%	68.8%	79.6%
Humanities	48	95.2% *	91.7% *	91.3% *	88.9%	86.4%	50.0% *	91.1%	95.2% *	47.8%	83.7% *	77.8%
Science	165	73.9%	78.2% *	77.4%	84.8%	80.9%	65.2%	87.0%	73.9%	45.9%	67.6%	78.6%
Non-Science	170	81.9%	87.1%	79.5%	87.4%	83.3%	63.0%	88.1%	81.9%	47.6%	72.3%	80.1%
Faculty of Color	35	85.7%	87.4%	82.1%	91.9%	84.2%	61.5%	84.2%	85.7%	50.0%	77.1%	75.0%
Majority Faculty	258	76.4%	82.2%	78.2%	85.5%	82.0%	64.5%	88.1%	76.4%	46.6%	69.0%	79.8%
Non-Citizen	59	79.5%	94.9% *	85.7%	90.4%	86.0%	70.7%	91.8%	79.5%	29.8% *	77.6%	85.2%
Citizen	278	77.1%	80.2%	77.2%	85.4%	81.5%	62.7%	86.7%	77.1%	50.6%	68.4%	78.0%
Cluster Hire	31	88.5%	87.1%	90.3% *	90.3%	84.4%	83.3% *	93.8%	88.5%	37.5%	82.8%	89.7%
Not Cluster Hire	306	76.4%	82.4%	77.4%	85.8%	82.1%	62.2%	87.0%	76.4%	48.0%	68.6%	78.1%
Multiple Appointments	48	81.6%	79.2%	76.6%	86.7%	78.7%	60.0%	88.9%	81.6%	54.5%	72.2%	80.5%
Single Appointment	284	77.7%	83.8%	79.0%	86.6%	83.3%	64.4%	87.5%	77.7%	45.3%	69.8%	79.4%
Children Under 18	199	74.6%	82.4%	78.8%	86.8%	82.8%	64.6%	86.8%	74.6%	46.4%	69.5%	78.3%
No Kids Under 18	138	81.9%	83.3%	78.5%	85.4%	81.5%	63.4%	88.9%	81.9%	47.7%	70.7%	80.7%
Children Under 6	117	74.3%	82.9%	78.6%	87.2%	83.0%	68.1%	86.3%	74.3%	48.2%	70.6%	81.0%
No Kids Under 6	220	79.2%	82.7%	78.7%	85.7%	81.9%	62.0%	88.4%	79.2%	46.3%	69.6%	78.4%
Stay Home Partner	85	76.6%	83.5%	78.6%	82.7%	84.0%	73.2% *	84.5%	76.6%	40.0%	69.3%	78.8%
No Stay Home Partner	239	77.7%	83.3%	79.2%	87.7%	81.7%	60.5%	88.9%	77.7%	48.7%	70.7%	79.4%
Non-Mainstream	136	73.6%	80.1%	68.7% *	84.1%	74.0% *	56.2% *	85.8%	73.6%	53.0%	57.6% *	75.8%
Mainstream	196	81.0%	84.7%	85.4%	87.3%	87.6%	69.1%	89.1%	81.0%	42.4%	78.8%	82.5%
Took Extension	105	70.8%	78.1%	70.6%	81.1%	72.6%	63.2% *	83.3%	70.8%	54.2%	56.8%	76.0%
Did Not Take Extension	31	66.7%	77.4%	73.3%	82.1%	75.9%	48.3%	82.8%	66.7%	65.5%	59.3%	71.4%

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

** For untenured faculty and faculty who received tenure at UW-Madison after January 2003.

Longitudinal tests: not available for these items.

Table T2a. Relationship Between Tenure Clock Extension Use and Satisfaction with Tenure Process at the UW-Madison* - Wave 2 (2006)

	Model 1			Model 2			Model 3			Model 4		
	Estimate	St. Error	Pr> z	Estimate	St. Error	Pr> z	Estimate	St. Error	Pr> z	Estimate	St. Error	Pr> z
Intercept	1.58	(0.22)	0.000	0.69	(0.41)	0.677	0.96	(0.47)	0.041	0.92	(0.59)	0.121
Female	-0.65	(0.29)	0.022				-0.53	(0.43)	0.219	-0.45	(0.82)	0.587
Used Tenure Clock Extension				0.19	(0.47)	0.090	0.29	(0.48)	0.538	0.36	(0.73)	0.625
Female * Used Extension										-0.11	(0.96)	0.909
Sample Size		293			123			123			123	
Log Likelihood		-153.64			-75.14			-74.36			-74.35	

* For untenured faculty and faculty who received tenure at UW-Madison after January 2003.

** 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 - Wave 2 (2006)**

	N	Had Cause/ Wanted To Extend Clock	Extended Clock	Department Supportive of Extension***
All Faculty	345	40.0%	77.7%	93.3%
Women	164	51.8% *	82.6%	92.6%
Men	181	29.3%	69.8%	94.4%
Untenured	267	42.3%	77.0%	90.5%
Tenured	78	32.1%	80.8%	94.0%
Biological	115	51.3% *	83.1%	93.3%
Physical	63	22.2% *	71.4%	90.0%
Social	115	38.3%	77.3%	94.1%
Humanities	49	40.8%	66.7%	92.9%
Science	169	39.1%	80.3%	91.8%
Non-Science	173	41.0%	75.0%	94.4%
Faculty of Color	40	32.5%	69.2%	-
Majority Faculty	305	41.0%	78.6%	93.8%
Non-Citizen	64	29.7%	73.7%	-
Citizen	281	42.3%	78.3%	92.2%
Cluster Hire	35	40.0%	71.4%	-
Not Cluster Hire	310	40.0%	78.4%	92.6%
Multiple Appointments	49	40.8%	60.0%	-
Single Appointment	290	40.0%	80.3%	93.3%
Children Under 18	201	54.7% *	80.2%	95.4%
No Kids Under 18	144	19.4%	67.9%	82.4%
Children Under 6	119	65.5% *	80.8%	96.7%
No Kids Under 6	226	26.5%	73.8%	88.4%
Stay Home Partner	85	48.2% *	73.2%	93.3%
No Stay Home Partner	247	35.6%	78.7%	92.4%
Non-Mainstream	140	50.7% *	74.6%	93.3%
Mainstream	200	33.0%	80.6%	94.2%

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

** For untenured faculty and faculty who received tenure at UW-Madison after January 2003.

*** Percent "extremely" or "generally supportive" vs. percent "extremely" or "generally unsupportive"; includes only faculty who reported taking an extension.

Dash (-) indicates data suppressed because of insufficient sample size ($n < 20$).

Longitudinal tests: not available for these items.

Table T4. Choosing to NOT Extend Tenure Clock, Though Eligible - Wave 2 (2006)**

	N	Chose to NOT Extend Tenure Clock, but Wanted To	
All Faculty	345	8.7%	
Women	164	8.5%	
Men	181	8.8%	
Untenured	267	9.7%	
Tenured	78	5.1%	
Biological	115	8.7%	
Physical	63	6.3%	
Social	115	8.7%	
Humanities	49	12.2%	
Science	169	7.7%	
Non-Science	173	9.8%	
Faculty of Color	40	10.0%	
Majority Faculty	305	8.5%	
Non-Citizen	64	7.8%	
Citizen	281	8.9%	
Cluster Hire	35	11.4%	
Not Cluster Hire	310	8.4%	
Multiple Appointments	49	16.3%	
Single Appointment	290	7.6%	
Children Under 18	201	10.4%	
No Kids Under 18	144	6.3%	
Children Under 6	119	12.6%	
No Kids Under 6	226	6.6%	
Stay Home Partner	85	12.9%	
No Stay Home Partner	247	7.3%	
Non-Mainstream	140	12.9%	*
Mainstream	200	6.0%	

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

** For untenured faculty and faculty who received tenure at UW-Madison after January 2003.

Longitudinal tests: not available for these items.

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

Table TT1. Average Hours Per Week Worked by Faculty - Wave 2 (2006)

	N	Average Hours Worked		Hours Worked Durring AY		Hours Worked Durring Summer**	
		Mean	(S.D.)	Mean	(S.D.)	Mean	(S.D.)
		All Faculty	1195	55.2	(0.3)	57.3	(0.3)
Women	381	53.6	(0.5) *	55.8	(0.5) *	43.0	(0.9) *
Men	813	55.9	(0.4)	58.0	(0.3)	47.2	(0.7)
Untenured	304	54.2	(0.7)	56.5	(0.6)	46.8	(1.1)
Tenured	891	55.5	(0.3)	57.5	(0.3)	45.4	(0.6)
Biological	436	55.9	(0.5)	57.3	(0.5)	49.1	(1.7) *
Physical	239	58.2	(0.7) *	60.0	(0.7) *	52.6	(0.9) *
Social	325	53.2	(0.5) *	56.2	(0.5) *	44.5	(0.8)
Humanities	178	52.9	(0.9) *	55.5	(0.9) *	38.5	(1.2) *
Science	650	56.8	(0.4) *	58.3	(0.4) *	52.4	(0.8) *
Non-Science	528	53.2	(0.5)	56.1	(0.4)	42.2	(0.6)
Faculty of Color	102	53.7	(1.2)	56.3	(1.0)	45.2	(1.9)
Majority Faculty	1093	55.3	(0.3)	57.4	(0.3)	45.8	(0.6)
Non-Citizen	124	56.7	(0.9)	58.5	(0.9)	47.5	(1.4)
Citizen	1070	55.0	(0.3)	57.1	(0.3)	45.5	(0.6)
Children Under 18	550	54.3	(0.4) *	56.0	(0.4) *	45.9	(0.7)
No Kids Under 18	645	55.9	(0.4)	58.4	(0.4)	45.6	(0.8)
Children Under 6	172	53.1	(0.7) *	54.3	(0.8) *	46.2	(1.2)
No Kids Under 6	1023	55.6	(0.3)	57.8	(0.3)	45.7	(0.6)
Stay Home Partner	248	55.6	(0.6)	57.1	(0.6)	46.1	(0.8)
No Stay Home Partner	912	55.3	(0.4)	57.5	(0.3)	45.7	(0.7)

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

** Includes only faculty with 9-month appointments

Longitudinal tests: Not available for the items presented here.

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

Table R1. Satisfaction with Equipment and Space - Wave 2 (2006)

	N	Equipment		Space	
		Have Needed Equip.	Equip. Regularly Maintained	Sufficient Office Space	Sufficient Lab Space**
All Faculty	1213	81.0%	54.4%	78.4%	68.0%
Women	390	77.0% *	53.6%	77.2%	64.7%
Men	821	82.8%	54.7%	79.0%	69.5%
Untenured	307	84.9% *	60.6% *	84.0% *	65.4%
Tenured	906	79.6%	52.5%	76.5%	68.9%
Biological	432	81.7%	↑ 51.6%	83.3% *	
Physical	239	82.0%	50.7%	80.3%	N/A
Social	332	82.0%	64.4% *	81.3%	
Humanities	190	↑ 76.5%	48.4%	63.2% *	
Science	646	81.8%	51.0% *	82.4% *	N/A
Non-Science	547	↑ 80.1%	58.3%	75.0%	
Faculty of Color	102	84.0%	55.8%	76.5%	47.5% *
Majority Faculty	1111	80.7%	54.2%	78.6%	69.8%
Non-Citizen	129	83.2%	55.3%	76.7%	71.2%
Citizen	1082	80.7%	54.3%	78.7%	67.8%
Cluster Hire	56	80.4%	64.8%	78.2%	76.5%
Not Cluster Hire	1158	81.0%	53.8%	78.4%	67.6%
Multiple Appt.	224	83.0%	62.1% *	79.9%	67.4%
Single Appt.	961	80.7%	52.9%	78.8%	68.2%
Non-Mainstream	461	73.2% *	45.1% *	76.1%	62.6% *
Mainstream	728	85.7%	59.9%	79.8%	70.6%

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

** Total respondents for this item is smaller than for other items shown here (n=744).

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table R2. Satisfaction with Internal Funding and Support - Wave 2 (2006)

	N	Enough Internal Funding	Support			
			Sufficient Tech/Comp. Support	Sufficient Office Support	Sufficient Teaching Support	Sufficient Clinical Support **
All Faculty	1198	40.9%	71.4%	↑ 64.4%	54.3%	65.0%
Women	388	45.9% *	66.2% *	60.6%	56.4%	↑ 63.2%
Men	810	38.6%	74.0%	66.1%	↓ 53.3%	65.6%
Untenured	304	57.9% *	74.0%	↑ 69.3% *	59.6% *	63.0%
Tenured	895	35.0%	70.5%	62.7%	52.6%	69.1%
Biological	432	37.9%	68.5%	65.0%	53.0%	
Physical	236	34.5% *	67.4%	63.1%	59.5%	N/A
Social	330	47.8% *	↑ 81.9% *	66.1%	↑ 60.3% *	
Humanities	186	43.8%	65.1% *	62.0%	44.1% *	
Science	641	36.5% *	67.7%	↑ 64.2%	54.3%	
Non-Science	539	46.1%	↑ 75.9%	64.7%	↑ 55.8%	N/A
Faculty of Color	102	39.2%	70.0%	↑ 75.4% *	52.2%	55.6%
Majority Faculty	1097	41.0%	↑ 71.6%	63.3%	54.5%	65.8%
Non-Citizen	128	52.1% *	72.7%	↑ 70.2%	61.4%	64.3%
Citizen	1073	39.5%	71.2%	63.7%	53.6%	65.0%
Cluster Hire	56	59.3% *	77.8%	↑ 69.6%	65.4%	-
Not Cluster Hire	1143	40.0%	71.1%	64.1%	53.7%	64.3%
Multiple Appt.	222	40.3%	77.9% *	63.6%	54.4%	54.8%
Single Appt.	951	41.2%	69.9%	↑ 64.8%	55.1%	↑ 66.9%
Non-Mainstream	455	35.2% *	67.3% *	60.5% *	49.0% *	57.3%
Mainstream	721	44.2%	73.6%	↑ 66.7%	57.5%	69.2%

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

** Total respondents for this item is small ($n=214$).

Dash (-) indicates data suppressed because of insufficient cases.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table R3. Availability of Colleagues - Wave 2 (2006)

	N	Colleagues	
		On Campus, Similar Research	Give Career Advice When Needed
All Faculty	1182	↑ 81.6%	↑ 77.2%
Women	382	↑ 77.5% *	75.1%
Men	798	↑ 83.6%	↑ 78.2%
Untenured	301	↑ 78.4%	86.7% *
Tenured	881	↑ 82.7%	↑ 73.8%
Biological	419	81.6%	↑ 80.7%
Physical	234	80.3%	75.4%
Social	326	↑ 84.0%	↑ 79.2%
Humanities	185	78.4%	67.9% *
Science	627	81.5%	↑ 78.7%
Non-Science	536	↑ 81.5%	↑ 75.3%
Faculty of Color	104	72.1% *	↑ 77.5%
Majority Faculty	1078	↑ 82.6%	↑ 77.2%
Non-Citizen	124	84.7%	80.2%
Citizen	1056	↑ 81.3%	↑ 76.8%
Cluster Hire	55	↑ 92.7% *	88.9% *
Not Cluster Hire	1127	↑ 81.1%	↑ 76.7%
Multiple Appt.	218	83.7%	78.0%
Single Appt.	940	↑ 81.1%	↑ 77.2%
Non-Mainstream	450	66.2% *	↑ 66.3% *
Mainstream	724	↑ 91.0%	↑ 83.9%

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table R4. Collaboration Within and Outside UW-Madison - Wave 2 (2006)

	N	Currently Collaborate			Collaborated Within Past 3 Years**		
		In Primary Dept.	On UW-Madison Campus	Off UW-Madison Campus	In Primary Dept.	On UW-Madison Campus	Off UW-Madison Campus
All Faculty	1174	54.9%	57.0%	↑ 75.3%	60.0%	60.5%	79.2%
Women	375	45.1% *	52.8%	↑ 70.2% *	47.9% *	55.3% *	76.1%
Men	797	59.5%	58.9%	77.6%	65.8%	63.0%	80.6%
Untenured	301	54.8%	55.3%	73.0%	51.8% *	62.8% *	77.6%
Tenured	873	55.0%	57.5%	↑ 76.1%	62.6%	53.0%	79.7%
Biological	424	68.2% *	78.8% *	↑ 83.1% *	72.2% *	80.8% *	83.4% *
Physical	237	69.2% *	63.1% *	83.3% *	74.2% *	67.8% *	86.1% *
Social	320	42.5% *	42.3% *	73.1%	49.5% *	46.6% *	83.2% *
Humanities	176	28.4% *	24.6% *	49.4% *	36.0% *	33.3% *	56.2%
Science	636	68.4% *	72.2% *	83.2% *	73.4% *	75.9% *	84.6% *
Non-Science	521	39.2%	39.0%	65.8%	45.2%	43.5%	73.6%
Faculty of Color	103	51.5%	58.0%	76.8%	50.0%	69.3%	80.2%
Majority Faculty	1071	55.3%	56.9%	75.2%	61.0%	59.7%	79.1%
Non-Citizen	124	51.6%	51.3%	73.0%	54.7%	48.6% *	70.4% *
Citizen	1048	55.3%	57.6%	↑ 75.6%	60.7%	61.9%	80.3%
Cluster Hire	52	61.5%	58.5%	↑ 92.5% *	59.2%	58.3%	92.0% *
Not Cluster Hire	1122	54.6%	56.9%	74.5%	60.1%	60.6%	78.6%
Multiple Appt.	216	58.8%	↑ 68.1% *	↑ 83.7% *	62.8%	69.2% *	88.0% *
Single Appt.	933	54.3%	54.7%	73.3%	59.9%	58.8%	77.4%
Non-Mainstream	448	44.9% *	54.5%	72.7% *	49.9% *	60.1%	78.0%
Mainstream	705	61.8%	59.1%	77.8%	67.1%	61.3%	81.2%

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

** Longitudinal tests not available for these items.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

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

Table L1. Service on Departmental Committees**

	N	RESOURCES/REWARDS						PERSONNEL				LOW REWARD					
		Space		Salaries		Awards		Promotion		Faculty search		Curriculum		Graduate Admissions		Diversity	
		Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired	Served	Chaired
All Full Professors	682	28.1%	11.4%	52.7%	20.6%	42.1%	19.4%	72.3%	31.9%	68.2%	33.1%	53.3%	21.6%	47.0%	18.7%	0.1953	8.3%
Women	164	23.7%	8.9%	54.5%	18.9%	50.3%	* 27.1% *	75.6%	33.3%	68.6%	35.6%	57.2%	28.4% *	50.0%	19.4%	33.6%	* 14.7% *
Men	523	29.4%	12.1%	52.1%	21.1%	39.5%	17.2%	71.3%	31.4%	68.1%	32.3%	52.1%	19.6%	46.1%	18.5%	15.2%	6.3%
Faculty of Color	51	24.4%	12.5%	55.3%	22.7%	27.5%	* 20.1%	74.5%	33.3%	63.3%	39.6%	53.2%	22.5%	58.3%	20.0%	30.2%	16.3%
Majority Faculty	633	28.4%	11.3%	52.5%	20.4%	43.3%	15.9%	72.2%	31.8%	68.6%	32.5%	53.3%	21.6%	46.1%	18.6%	18.7%	7.7%
Biological	225	30.9%	10.7%	43.4%	* 15.3% *	32.1%	* 15.8%	65.7%	* 21.1% *	64.4%	27.5% *	48.4%	18.9%	41.1%	* 13.2% *	13.0%	* 6.2%
Physical	157	30.8%	13.0%	51.4%	17.3%	38.1%	16.7%	69.7%	30.1%	60.5%	* 33.1%	46.8%	14.5% *	29.3%	* 12.2% *	15.8%	6.5%
Social	189	26.9%	11.0%	58.6%	25.2%	44.2%	21.8%	75.8%	36.9%	76.2%	* 37.6%	61.3%	* 27.7% *	57.7%	* 21.8%	25.0%	* 9.9%
Humanities	118	18.2% *	11.5%	62.2%	* 27.8%	62.8%	* 26.4%	82.2%	* 45.7% *	73.0%	36.3%	58.6%	26.9%	63.8%	* 32.7% *	27.5%	* 12.1%
Science	376	30.6%	11.8%	46.5%	* 16.3% *	34.0%	* 16.1% *	67.0%	* 24.3% *	62.5%	* 30.0%	46.8%	* 17.0% *	35.2%	* 12.3% *	14.0%	* 6.0% *
Non-Science	308	24.5%	10.8%	60.1%	25.8%	51.8%	23.6%	78.6%	40.6%	75.2%	36.8%	61.1%	27.2%	60.7%	26.3%	26.0%	11.0%
Non-Mainstream	255	17.1% *	13.2%	44.1%	* 16.5%	38.5%	20.3%	67.8%	26.6% *	64.7%	30.3%	53.0%	20.3%	52.3%	* 19.5%	24.3%	* 11.7% *
Mainstream	425	34.8%	17.8%	57.6%	22.8%	43.8%	18.5%	74.8%	35.4%	70.1%	34.8%	53.8%	22.7%	44.2%	18.1%	16.8%	6.4%
Non-Citizen	44	31.4%	9.1%	60.0%	21.6%	38.1%	25.0%	72.7%	26.3%	75.0%	26.3%	53.9%	24.3%	56.4%	18.9%	18.4%	5.7%
Citizen	642	27.9%	11.5%	52.2%	20.5%	42.4%	19.1%	72.3%	32.3%	67.8%	33.5%	53.2%	21.5%	46.4%	18.7%	19.6%	8.5%

* 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	692	9.0%	13.7%	14.2%	20.3%	4.5%	6.6%	--	--	17.6%	23.7%	16.8%	24.4%	68.5%	77.6%	15.1%	22.2%	23.7%	31.6%
Women	165	9.8%	16.9%	12.5%	19.5%	4.3%	8.3%	--	--	14.2%	19.7%	19.8%	27.0%	60.0% *	72.8%	14.0%	21.1%	28.2%	40.0%
Men	527	8.8%	12.7%	14.8%	20.6%	4.5%	6.1%	--	--	18.7%	24.9%	15.8%	23.6%	71.2%	79.0%	15.4%	22.5%	22.3%	29.2%
Faculty of Color	51	6.4%	9.3%	20.8%	30.4%	2.1%	7.0%	--	--	6.3% *	15.9%	10.6%	16.3%	60.8%	72.0%	8.3%	16.3%	7.7%	12.5%
Majority Faculty	641	9.2%	14.1%	13.7%	19.6%	4.7%	6.6%	--	--	18.5%	24.2%	17.2%	25.0%	69.1%	78.0%	15.6%	22.6%	25.0%	32.7%
Biological	232	11.5%	16.0%	13.8%	16.0%	4.1%	5.5%	--	--	12.8% *	16.8% *	13.8%	18.3% *	83.2% *	90.0% *	18.0%	26.5%	34.6% *	40.4%
Physical	164	11.0%	16.9%	11.2%	15.9%	1.9%	4.1%	--	--	26.9% *	30.9% *	10.7% *	15.8% *	80.9% *	87.8% *	17.7%	21.6%	24.4%	29.0%
Social	189	6.2%	10.0%	15.8%	26.3% *	8.6% *	12.2% *	--	--	20.1%	29.4% *	18.6%	27.3%	57.2% *	67.4% *	13.0%	21.1%	7.1% *	16.2% *
Humanities	115	6.1%	11.0%	16.7%	24.8%	1.8%	2.9%	--	--	9.8% *	16.5%	27.9% *	42.1% *	38.7% *	52.8% *	9.2%	16.4%	26.5%	39.4%
Science	387	11.5% *	16.6% *	12.9%	16.1% *	3.0% *	4.7% *	--	--	18.4%	22.6%	12.5% *	17.3% *	83.0% *	89.4% *	17.9% *	24.0%	30.4% *	35.7%
Non-Science	307	6.0%	10.2%	15.8%	25.3%	6.3%	9.0%	--	--	16.6%	24.9%	21.9%	32.6%	50.2%	62.3%	11.7%	20.0%	15.6%	26.8%
Non-Mainstream	256	6.8%	10.4%	10.7% *	14.6% *	2.4% *	5.1%	--	--	15.5%	22.6%	21.4% *	27.1%	63.3% *	73.3% *	12.8%	21.8%	27.8%	36.4%
Mainstream	423	10.2%	15.5%	16.3%	23.9%	5.6%	7.5%	--	--	19.1%	24.4%	14.4%	23.1%	73.1%	81.3%	16.5%	22.6%	20.7%	28.6%
Non-Citizen	45	4.8%	7.1%	7.0%	9.8%	4.8%	7.3%	--	--	11.6%	14.6%	11.9%	17.1%	71.1%	77.8%	11.9%	16.7%	35.7%	35.7%
Citizen	647	9.3%	14.2%	14.7%	21.1%	4.5%	6.6%	--	--	18.0%	24.3%	17.1%	24.9%	68.3%	77.5%	15.3%	22.6%	22.6%	31.2%

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

** "Held" includes those answering "Currently Hold" AND "Ever Held".

*** Only full professors are included.

§Data not reported due to small sample size.

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

	N	President, Prof. Assn.	Executive Board, Prof. Assn.	President, Service Org.	Executive Board, Service Org.	Major Committee Chair, Prof. Association	Journal Editor	Editorial Board Member	National Panel Member
All Full Professors	714	25.4%	39.9%	14.0%	23.7%	40.4%	19.9%	65.3%	40.2%
Women	171	29.0%	43.5%	13.1%	25.8%	42.9%	19.1%	67.8%	39.3%
Men	543	24.2%	38.7%	14.3%	23.1%	39.6%	20.1%	64.5%	40.5%
Faculty of Color	53	17.3%	30.0%	15.7%	25.5%	48.1%	15.7%	73.6%	37.7%
Majority Faculty	661	26.0%	40.6%	13.9%	23.6%	39.8%	20.2%	64.6%	40.4%
Biological	235	28.0%	41.1%	14.4%	24.6%	45.0%	18.3%	74.5% *	49.8% *
Physical	162	19.8%	30.0% *	10.8%	15.3% *	40.1%	25.8% *	52.5% *	45.3%
Social	196	25.5%	42.2%	15.7%	33.0% *	40.2%	19.6%	68.9%	34.0% *
Humanities	122	27.5%	46.7%	15.0%	18.5%	31.9% *	15.6%	58.7%	25.0% *
Science	389	24.6%	35.6% *	12.6%	20.3% *	43.3%	21.1%	65.0%	48.4% *
Non-Science	325	26.3%	45.0%	15.8%	27.9%	36.9%	18.2%	65.5%	30.3%
Non-Mainstream	262	23.4%	39.7%	14.7%	23.6%	40.2%	21.3%	66.8%	39.8%
Mainstream	439	26.6%	39.5%	13.8%	23.8%	40.5%	18.7%	64.9%	40.6%
Non-Citizen	45	20.9%	36.4%	7.0%	7.0% *	27.9%	28.9%	70.5%	37.2%
Citizen	670	25.6%	40.1%	14.5%	24.9%	41.2%	19.2%	64.9%	40.4%

* 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	N	Interest
All Faculty	1180	42.5%	688	40.0%
Women	385	44.4%	166	45.2%
Men	793	41.6%	522	38.3%
Faculty of Color	104	44.2%	52	44.2%
Majority Faculty	1076	42.3%	636	39.6%
Biological	416	41.4%	221	37.6%
Physical	232	42.2%	158	40.5%
Social	324	42.0%	191	38.2%
Humanities	189	46.6%	118	46.6%
Science	625	41.8%	371	39.1%
Non-Science	536	43.5%	317	41.0%
Non-Mainstream	452	43.8%	253	40.3%
Mainstream	705	41.7%	423	39.2%
Non-Citizen	129	42.6%	45	46.7%
Citizen	1049	42.5%	643	39.5%

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

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, administered first in 2003 and again in 2006, incorporated a number of questions that asked faculty to evaluate the quality of their workplace interactions and climate. Questions about workplace interactions focused on five thematic dimensions: respect in the workplace, informal department interactions, colleagues' valuation of research, isolation and "fit," and departmental decision-making. Questions about climate focused on ones' own experience and perceptions of others' experiences at the departmental and institutional level. Overall, UW-Madison faculty characterized their workplace interactions as positive and high in quality on each of the five dimensions. Additionally, UW-Madison faculty described the departmental and institutional climate for themselves and others as positive. This aggregate picture is highly similar to that observed in the 2003 survey, suggesting that the quality of faculty's workplace interactions and climate experiences remained stable between 2003 and 2006.

However, as observed in 2003, several groups of faculty reported systematically different perceptions of the quality of their workplace interactions and climate. A number of groups, including: women faculty, faculty of color, gay/lesbian faculty, and faculty who describe their research as "non-mainstream," tended to report less positive perceptions of their workplace interactions and climate. Conversely, department chairs frequently reported more positive perceptions. These differences were often, but not always, statistically significant. There are some indications that the discrepancies between groups' climate experiences and workplace interactions narrowed between 2003 and 2006.

Department Climate

Overall, UW-Madison faculty reported positive perceptions of the climate they and others experience within their primary department. Approximately three-quarters of faculty rated their overall department climate as *positive* or *very positive*. A similar proportion agreed strongly or somewhat that their department's climate for women and faculty of color is good (84.0% and 71.0%, respectively). While this overall picture is rather rosy, differences in faculty's responses suggest that climate experiences vary considerably. In particular, some faculty groups tended to report more or less positive perceptions of their primary department's climate:

- Women faculty rated their department's climate less positively than male faculty (63.9% vs. 81.6% report a positive department climate, see Figure 1). They also agreed less frequently that the climate for women and faculty of color in their department is good as compared to men (75.9% vs. 88.1% agree and 54.1% vs. 78.5% agree, respectively). Each of these gender differences is statistically significant at $p < 0.05$.
- Humanities faculty, faculty of color, faculty who identified themselves as gay/lesbian, and faculty who described their research as non-mainstream all reported less-positive perceptions of their department's climate. These differences were sometimes, though not always, statistically significant (see Figure 1).
- Faculty in the humanities reported significantly ($p < 0.05$) more negative perceptions of their departments' climates than all other faculty. Humanities faculty also reported a significantly less positive perception of their departments' climate for faculty of color. Faculty in the biological and physical sciences (hereafter, "science") reported more positive perceptions of their departments' climate for faculty of color as compared to all other faculty. Reports of a positive department climate for women were consistent across divisions.

- Department chairs rated their department's climate more positively than all other faculty (89.6% vs. 74.8% report a positive climate); this difference is significant at $p < 0.05$. Chairs were also more likely to report positive perceptions of their department's climate for women and faculty of color (Figure 2).
- The gap between how male and female faculty perceive their department's climate for women decreased between 2003 and 2006. Similarly, the gap in majority faculty and faculty of colors' perceptions of their department's climate for faculty of color decreased during this period. The difference between department chairs' and non-chairs' perceptions of departmental climate for women remained large and mostly static between the survey periods. This difference narrowed with respect to department climate for faculty of color. None of these over-time changes are statistically significant at the $p < 0.05$ level, though some changes with respect to perceptions of the climate for faculty of color approach significance at the $p < 0.10$ level.

Figure 1. Comparison of Faculty Ratings of Department Climate (2006)

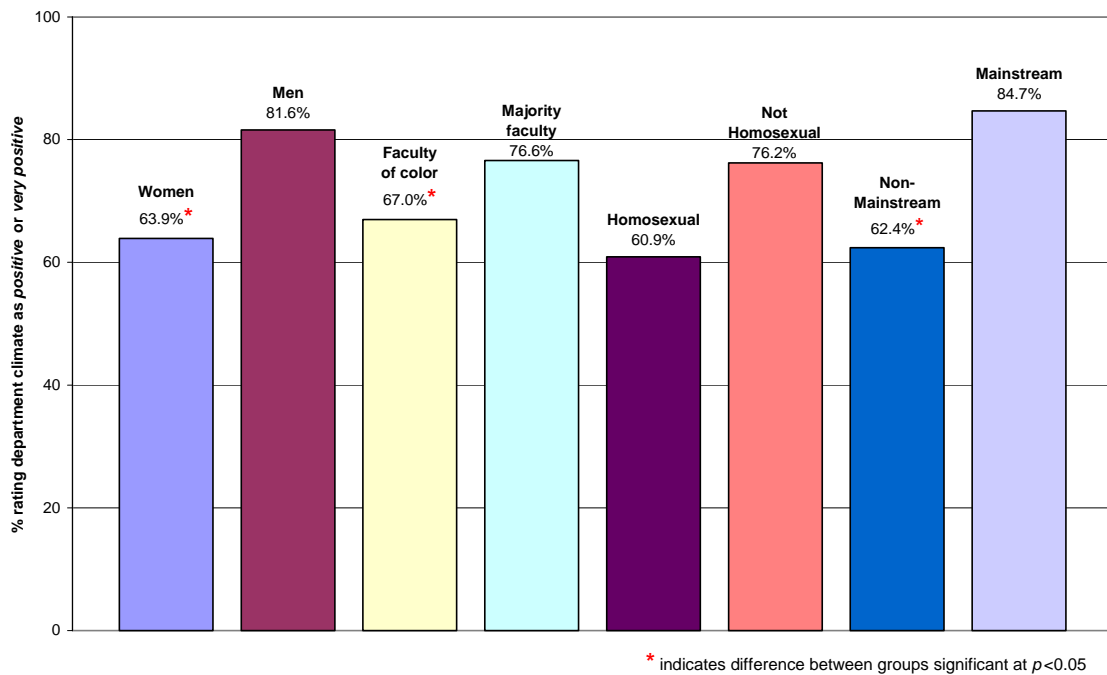
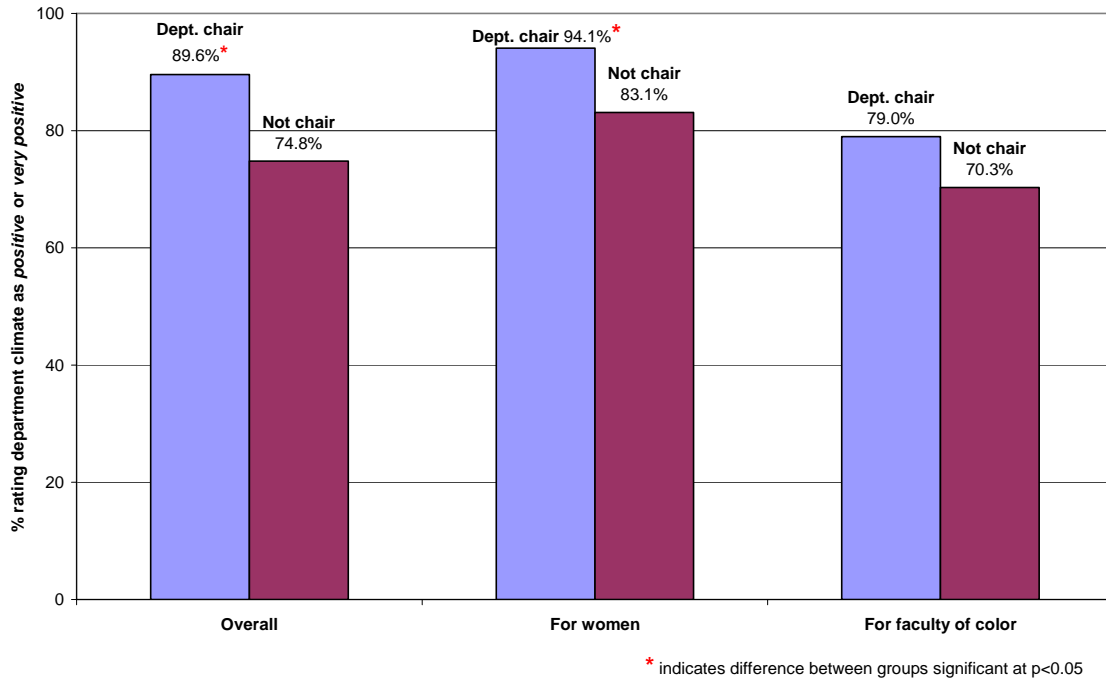


Figure 2. Department Chairs' vs. Non-chairs' Assessments of Department Climate (2006)



Detailed Results

Respect in the Workplace

As in 2003, faculty overwhelmingly reported feeling respected by colleagues, students, staff, and department chairs in the workplace in the 2006 survey (more than 90% of faculty agreed that they were treated with respect by each group). However, a number of differences between faculty groups persisted:

- Women were still less likely to agree in 2006 that they are treated with respect by colleagues, students, and department chairs than male faculty. These differences were significant at $p < 0.05$.
- Faculty of color and gay/lesbian faculty were still less likely to agree that colleagues and students treat them with respect, though this difference was generally not significant at standard levels of confidence.
- As compared to faculty who identified their research as mainstream, faculty conducting research outside of the mainstream were still significantly less likely to agree that they were treated with respect by colleagues (84.7% vs. 95.8%), students (94.0% vs. 97.4%), and department chairs (85.8% vs. 94.0%).

Informal Departmental Interactions

In both 2003 and 2006, faculty reported similar patterns of informal department interactions. Overall, approximately one-third of all faculty reported feeling excluded from informal networks or having encountered unwritten rules within their department in 2006. About two-thirds reported that a great deal of their work was not formally recognized by their department. These

proportions remained virtually unchanged between the surveys. Nevertheless, there are some indications that the quality of informal interactions has improved for some faculty, especially those in the sciences:

- Science faculty who describe their research as non-mainstream were less likely to report feeling excluded from informal department networks (49.3% vs. 43.0% agree) and having encountered unwritten department rules (41.4% vs. 35.3%) in 2006 than in 2003.
- Faculty of color were less likely to report feeling excluded from informal department networks (48.2% vs. 29.8%), encountering unwritten rules (47.2% vs. 40.4%), and performing unrecognized work (66.4% vs. 61.8%) in 2006 than in 2003. As opposed to 2003, the 2006 survey revealed no statistically significant differences between faculty of color and majority faculty for these items. Changes were particularly marked for faculty of color in the sciences.

For other faculty, significant differences in experience of informal departmental interactions persist:

- Women faculty were more likely to report feeling excluded from informal department networks and to agree that they had encountered unwritten rules in their departments, as compared to men faculty. These significant differences persisted over the survey period.
- Department chairs remained the least likely of all faculty groups to report exclusion and to encounter unwritten rules. The gap between department chairs' and non-chairs' sense of inclusion in informal department networks narrowed between 2003 and 2006 (9.2% vs. 33.5% in 2003 and 20.9% vs. 32.6% in 2006 report feeling excluded). This may be related to the increase in the number of women department chairs over the survey period.
- Science faculty again reported higher quality informal interactions within their departments. These faculty were significantly less likely to report feeling excluded from informal networks and having encountered unwritten rules as compared to faculty outside of the sciences.

Colleagues' Valuation of Research

Overall, faculty reported similar perceptions of their colleagues' valuation of their research in 2003 and 2006. Most faculty agree that colleagues both solicit their opinions and value their research (85.4% and 78.2%, respectively). While the aggregate picture remained stable, some faculty groups reported improvements in this area:

- Faculty of color and homosexual faculty were more likely to agree that departmental colleagues solicit their opinions on work-related matters and that they also value their research in 2006 compared to 2003. Nonetheless, significant differences between these groups and their counterparts (majority faculty and non-homosexual faculty, respectively) persisted.
- Women faculty in the sciences were more likely to agree that departmental colleagues solicit their opinions in 2006 than in 2003. While women faculty outside of the sciences remained more likely to agree to this item than their science counterparts, the gap between women science faculty and women faculty in other fields narrowed.

Despite these changes, some significant discrepancies in faculty's perceptions of their colleagues' valuation of their research persisted:

- Women faculty remained less likely to report that colleagues seek out their opinions on work-related matters and value their research as compared to men faculty. As in 2003, women faculty were more likely than men faculty to report that their own research falls outside of their departments' mainstream. These gender differences were again found to be statistically significant (at $p < 0.05$).
- Humanities faculty were again less likely than all other faculty to report that colleagues solicit their opinion and value their research. Humanities faculty were also most likely to report that their research falls outside of the mainstream in their department.

Isolation and “fit”

Overall, UW-Madison faculty indicated a slight improvement in how well they perceive themselves to “fit” in their work environment. Faculty were more likely to agree that they “fit” in their departments (77.8% vs. 74.7%) and less likely to report feeling isolated within their departments (27.3% vs. 29.0%) or on campus (20.7% vs. 23.7%) in 2006 than in 2003. This tendency is more pronounced among two faculty groups: faculty in the sciences and faculty of color. Though both groups' responses continued to lag behind those of their counterparts, the gains in perceptions of “fit” and isolation between 2003 and 2006 were larger than for non-science faculty and majority faculty, respectively (Figures 3 and 4). These positive trends are encouraging, as these items were found to be highly correlated with other measures of climate in the 2003 survey. This suggests that faculty of color and faculty in the sciences may have observed an improvement in their workplace climates between 2003 and 2006. Despite these developments, some faculty continued to report systematically different perceptions of their “fit” and isolation:

- Women faculty and faculty who identified with a non-mainstream research tradition remained significantly less likely to agree that they “fit” in their department and significantly more likely to report feeling isolated within their department and on campus overall.
- Department chairs were again significantly more likely to report that they “fit” with their department, as compared to non-chairs. The gap between chairs' and non-chairs' perceptions of workplace “fit” narrowed between 2003 and 2006 (96.1% vs. 73.3% agreed that they “fit” in 2003, 86.1% vs. 77.1% agreed in 2006).

Figure 3. Trends in science and non-science faculty's perceptions of departmental "fit"

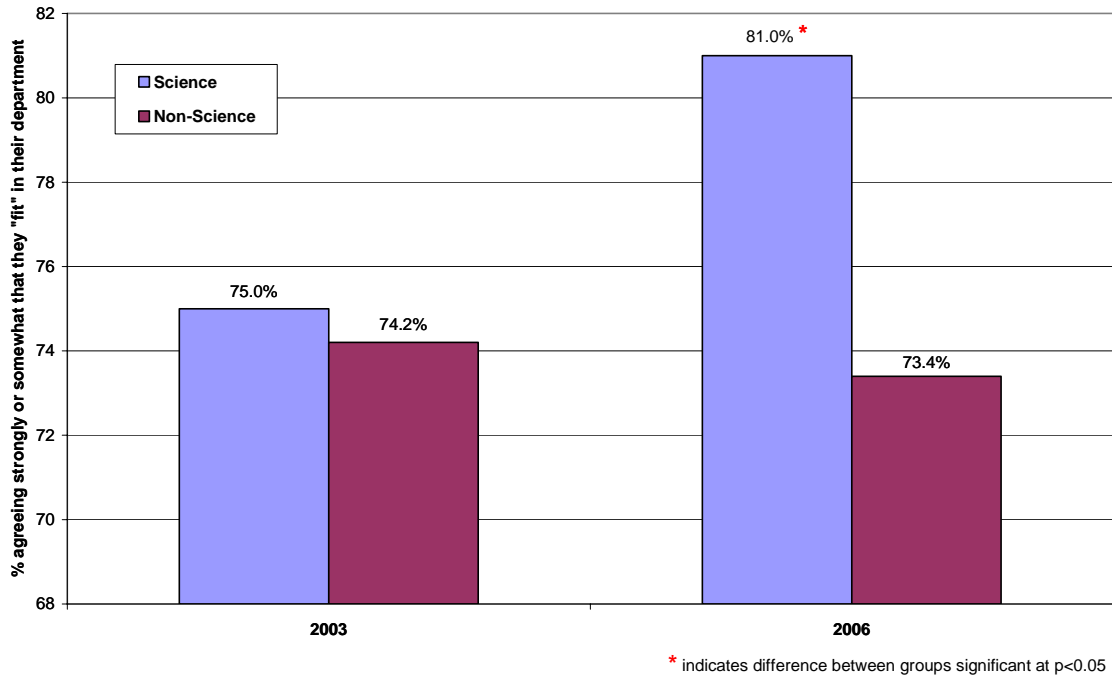
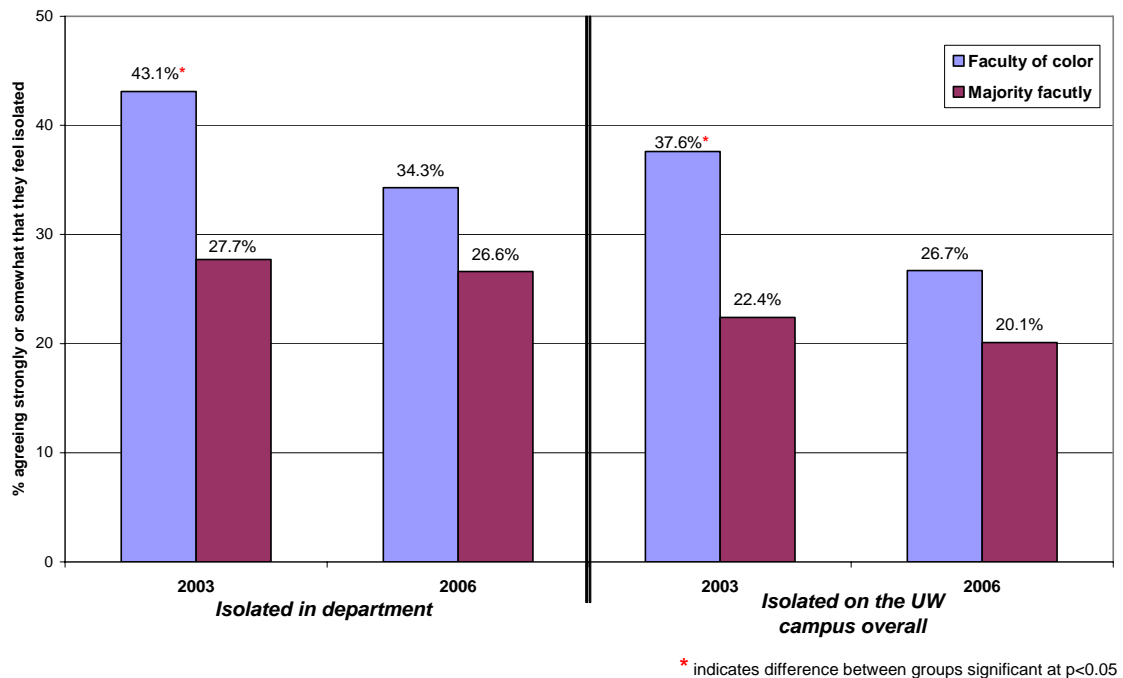


Figure 4. Trends in faculty of color's and majority faculty's feelings of isolation in the workplace



Departmental Decision-Making

Faculty responses regarding the departmental decision-making process remained largely stable between 2003 and 2006. Women faculty, faculty of color, untenured faculty, and faculty whose

research falls outside of the mainstream continued to report less positive perceptions of the inclusiveness of department decision-making processes than their counterparts. Many, but not all, of these differences are statistically significant at $p < 0.05$. Also, as in 2003, department chairs were significantly more likely to report that their departmental decision-making processes are inclusive than non-chairs. The gap between chairs' and non-chairs' perceptions on these items remained unchanged between 2003 and 2006.

Table P11. Treated With Respect in the Workplace - Wave 2 (2006)

	N	Colleagues	Students	Staff	Department Chair**
All Faculty	121	91.6%	96.1%	96.9%	91.3%
Women	393	86.5% *	92.7% *	95.9%	86.4% *
Men	826	93.9%	97.7%	97.3%	93.7%
Untenured	310	93.5%	94.5%	95.1%	93.5%
Tenured	911	90.9%	96.6%	97.5%	90.4%
Biological	435	93.1%	97.5% *	98.6% *	92.6%
Physical	240	93.8%	94.2%	95.4%	93.3%
Social	331	91.8%	95.8%	97.0%	91.9%
Humanities	195	84.6% *	95.4%	94.8%	↓ 84.2% *
Science	650	93.5% *	96.1%	97.4%	↑ 93.1% *
Non-Science	551	89.1%	95.8%	96.4%	89.0%
Faculty of Color	116	87.9%	91.4%	97.4%	87.5%
Majority Faculty	1105	91.9%	96.6%	96.8%	91.2%
Non-Citizen	130	91.5%	94.7%	97.0%	91.1%
Citizen	1089	91.6%	96.2%	↓ 96.2%	92.1%
Homosexual	25	76.0%	92.0%	88.0%	76.0%
Not Homosexual	1159	91.8%	96.2%	97.1%	91.5%
Children Under 6	177	94.9% *	95.5%	94.9%	94.8% *
No Kids Under 6	1044	91.0%	96.2%	97.2%	90.6%
Children Under 18	559	90.9%	96.1%	96.6%	90.8%
No Kids Under 18	662	92.1%	96.1%	97.1%	91.7%
Cluster Hire	56	94.6%	96.4%	↑ 98.2%	94.4%
Not Cluster Hire	1165	91.4%	96.1%	96.8%	91.1%
Multiple Appts.	223	93.7%	93.7%	98.2%	93.8%
Single Appt.	970	91.0%	96.5%	96.8%	90.7%
Non-Mainstream	464	84.7% *	94.0% *	95.7%	84.3% *
Mainstream	734	95.8%	97.4%	97.6%	↑ 95.7%
Dept. Chair	87	↓ 95.4%	97.7%	98.9%	N/A
Not Chair	1134	91.3%	95.9%	96.7%	N/A

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

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table PI2. Informal Departmental Interactions - Wave 2 (2006)

	N	Excluded	Unwritten Rules	Work Not Recognized	Reluctant to Raise Issue of Problem Behaviors**	Have to Work Harder**
All Faculty	1210	31.7%	37.1%	62.3%	28.0%	31.9%
Women	390	47.9% *	46.6% *	65.4%	42.3% *	43.3% *
Men	818	24.0%	32.6%	60.7%	21.1%	26.4%
Untenured	309	35.9%	39.5%	46.4% *	38.8% *	32.7%
Tenured	901	30.3%	36.3%	67.6%	24.3%	31.6%
Biological	431	31.3%	31.9% *	61.1%	23.8% *	28.4% *
Physical	239	25.9% *	31.1% *	58.3%	22.6% *	35.3%
Social	328	34.5%	43.9% *	62.8%	32.7% *	31.2%
Humanities	192	34.4%	44.7% *	66.7%	35.9% *	37.0%
Science	646	28.9% *	31.0% *	59.7%	22.4% *	30.9%
Non-Science	544	34.7%	44.4%	64.5%	34.6%	33.1%
Faculty of Color	115	↓ 32.2%	40.9%	64.6%	34.4%	45.1% *
Majority Faculty	1095	31.7%	36.7%	62.0%	27.3%	30.5%
Non-Citizen	131	29.8%	43.0%	55.0%	34.9%	34.1%
Citizen	1077	31.8%	36.4%	63.1%	27.1%	31.6%
Homosexual	24	31.4%	70.8% *	60.0%	52.0% *	36.0%
Not Homosexual	1149	33.3%	36.4%	62.2%	27.3%	31.6%
Children Under 6	178	32.0%	36.2%	46.0% *	30.7%	31.0%
No Kids Under 6	1032	31.7%	37.3%	65.0%	27.5%	32.0%
Children Under 18	557	33.0%	36.3%	59.8%	30.5%	33.9%
No Kids Under 18	653	30.6%	37.8%	64.4%	25.8%	30.1%
Cluster Hire	56	28.6%	30.4%	41.1% *	19.6%	26.8%
Not Cluster Hire	1154	31.9%	37.4%	63.3%	28.3%	32.1%
Multiple Appts.	218	33.9%	↑ 41.8%	↑ 71.7% *	28.1%	35.6%
Single Appt.	964	30.9%	35.8%	59.6%	28.0%	31.1%
Non-Mainstream	458	46.1% *	49.7% *	72.2% *	37.4% *	50.2% *
Mainstream	731	22.8%	29.4%	56.0%	22.0%	20.6%
Dept. Chair	86	↑ 20.9% *	31.0%	70.1%	16.3% *	24.7%
Not Chair	1124	32.6%	37.6%	61.7%	28.8%	32.4%

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

** Longitudinal tests not available for these items.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table PI3. Colleagues' Valuation of Research - Wave 2 (2006)

	N	Solicit Opinions	"Mainstream"	Value
All Faculty	1210	↑ 85.4%	61.2%	78.1%
Women	390	78.5% *	52.7% *	71.2% *
Men	818	↑ 88.6%	65.2%	81.5%
Untenured	306	80.1% *	58.8%	83.4% *
Tenured	904	↑ 87.2%	62.0%	76.4%
Biological	430	↑ 86.0%	66.1% *	78.3%
Physical	237	87.8%	59.1%	78.7%
Social	331	85.8%	61.8%	↑ 80.7%
Humanities	192	79.7% *	52.1% *	72.1% *
Science	642	↑ 86.4%	63.7%	78.7%
Non-Science	548	83.9%	58.3%	77.2%
Faculty of Color	115	76.5% *	56.5%	73.9%
Majority Faculty	1095	↑ 86.3%	61.7%	78.6%
Non-Citizen	125	84.0%	61.1%	81.5%
Citizen	1083	↑ 85.5%	61.3%	77.8%
Homosexual	25	80.0%	52.0%	80.0%
Not Homosexual	1148	↑ 85.5%	61.3%	78.0%
Children Under 6	177	↑ 87.0%	61.5%	84.8% *
No Kids Under 6	1033	85.1%	59.5%	77.0%
Children Under 18	558	85.7%	60.6%	78.4%
No Kids Under 18	652	↑ 85.1%	61.8%	77.9%
Cluster Hire	56	↑ 87.5%	60.0%	94.5% *
Not Cluster Hire	1154	↑ 85.3%	61.3%	77.3%
Multiple Appts.	220	84.5%	63.0%	81.9%
Single Appt.	962	85.6%	60.8%	77.2%
Non-Mainstream	460	75.0% *	N/A	54.0% *
Mainstream	732	91.7%	N/A	93.3%
Dept. Chair	87	93.1% *	71.8% *	84.5%
Not Chair	1123	↑ 84.8%	60.4%	77.7%

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table PI4. Isolation and "Fit" - Wave 2 (2006)

	<u>N</u>	<u>"Fit" in Department</u>	<u>Isolated in Department</u>	<u>Isolated at UW-Madison</u>
All Faculty	1208	↑ 77.7%	27.2%	↓ 20.7%
Women	389	70.2% *	37.1% *	26.5% *
Men	817	81.3%	22.5%	↓ 17.8%
Untenured	306	81.7% *	27.4%	23.6%
Tenured	902	76.4%	27.2%	19.7%
Biological	128	↑ 80.1%	↓ 24.4%	↓ 16.8% *
Physical	239	82.0% *	26.6%	21.4%
Social	330	73.0% *	29.4%	22.7%
Humanities	192	73.4%	31.3%	25.0%
Science	642	↑ 81.0% *	24.8% *	18.7%
Non-Science	547	73.3%	30.3%	23.0%
Faculty of Color	115	67.8% *	34.5%	27.6%
Majority Faculty	1093	↑ 78.8%	26.5%	19.9%
Non-Citizen	130	80.8%	22.3%	18.5%
Citizen	1076	77.3%	27.8%	↓ 20.8%
Homosexual	25	72.0%	32.0%	32.0%
Not Homosexual	1146	77.7%	27.1%	↓ 20.1%
Children Under 6	176	83.0%	26.1%	21.5%
No Kids Under 6	1032	76.8%	27.4%	20.5%
Children Under 18	556	77.0%	30.0% *	21.9%
No Kids Under 18	652	78.4%	24.9%	↓ 19.6%
Cluster Hire	56	76.8%	28.6%	14.3%
Not Cluster Hire	1152	77.8%	27.2%	21.0%
Multiple Appts.	218	79.8%	24.1%	18.2%
Single Appt.	963	77.1%	28.0%	21.1%
Non-Mainstream	459	58.4% *	46.7% *	29.5% *
Mainstream	730	89.5%	15.3%	15.5%
Dept. Chair	86	↓ 86.0% *	↑ 19.8%	16.1%
Not Chair	1122	77.1%	27.8%	21.0%

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table PI5. Departmental Decision-Making - Wave 2 (2006)

	N	Full & Equal Participant	Voice in Resource Allocation	All Can Share Views at Meetings	Committee Assignments Rotated	Chair Involves**
All Faculty	1210	74.9%	64.5%	84.6%	74.2%	73.3%
Women	389	64.5% *	52.7% *	75.4% *	67.5% *	65.1% *
Men	819	79.9%	70.1%	88.9%	77.3%	77.4%
Untenured	306	62.4% *	47.9% *	83.4%	76.7%	66.9% *
Tenured	904	79.1%	70.1%	84.9%	73.4%	75.7%
Biological	430	73.5%	60.7% *	83.0%	70.1% *	66.5% *
Physical	237	81.0% *	69.6%	90.3% *	77.9%	80.9% *
Social	330	74.8%	67.2%	82.5%	79.3% *	75.4%
Humanities	193	71.5%	61.7%	82.9%	70.2%	76.1%
Science	643	76.2%	64.4%	85.4%	73.1%	71.7%
Non-Science	547	73.7%	64.5%	83.0%	75.5%	75.4%
Faculty of Color	116	65.5% *	56.0%	75.9% *	68.1%	61.5% *
Majority Faculty	1094	75.9%	65.4%	85.5%	74.8%	74.4%
Non-Citizen	130	71.5%	54.3% *	87.7%	76.4%	73.8%
Citizen	1078	75.4%	65.8%	84.1%	73.9%	73.4%
Homosexual	25	76.0%	64.0%	83.3%	75.0%	72.0%
Not Homosexual	1148	75.3%	64.7%	84.9%	74.2%	73.5%
Children Under 6	177	75.1%	60.5%	87.6%	75.7%	73.4%
No Kids Under 6	1033	74.8%	65.2%	84.0%	73.9%	73.3%
Children Under 18	559	75.7%	64.6%	85.3%	73.1%	74.8%
No Kids Under 18	651	74.2%	64.3%	↓ 83.9%	75.2%	72.0%
Cluster Hire	56	76.8%	66.1%	87.5%	78.6%	81.5%
Not Cluster Hire	1154	74.8%	64.4%	84.4%	74.0%	72.9%
Multiple Appts.	220	78.6%	65.5%	81.3%	74.9%	↓ 74.4%
Single Appt.	962	74.3%	64.1%	84.9%	74.2%	73.2%
Non-Mainstream	461	62.3% *	51.8% *	79.0% *	66.0% *	61.1% *
Mainstream	732	82.9%	72.4%	88.0%	79.0%	81.3%
Dept. Chair	87	96.6% *	96.6% *	98.8% *	88.2% *	N/A
Not Chair	1123	73.2%	62.0%	83.5%	73.1%	N/A

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

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$. Arrows indicate the direction of change between 2003 and 2006.

Table PI6. Overall Department Climate - Wave 2 (2006)

	N	Positive Department Climate**	
All Faculty	1110	75.9%	
Women	366	63.9%	*
Men	743	81.7%	
Untenured	295	79.3%	
Tenured	815	74.6%	
Biological	391	77.0%	
Physical	222	78.4%	
Social	301	77.7%	
Humanities	177	66.1%	*
Science	592	77.9%	
Non-Science	499	73.1%	
Faculty of Color	101	67.3%	
Majority Faculty	1009	76.7%	
Non-Citizen	123	71.5%	
Citizen	986	76.4%	
Homosexual	23	60.9%	
Not Homosexual	1057	76.3%	
Children Under 6	167	73.7%	
No Kids Under 6	943	76.2%	
Children Under 18	510	73.7%	
No Kids Under 18	600	77.7%	
Cluster Hire	53	83.0%	
Not Cluster Hire	1057	75.5%	
Multiple Appts.	196	80.6%	
Single Appt.	887	74.9%	
Non-Mainstream	416	62.5%	*
Mainstream	674	84.7%	
Dept. Chair	77	89.6%	*
Not Chair	1033	74.8%	

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

** Proportion of faculty reporting "very positive" or "positive" climate versus "very negative," "negative," or "mediocre" climate.

Longitudinal tests: Not available for this item.

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

Satisfaction with UW-Madison

Job satisfaction among UW-Madison faculty decreased very slightly between 2003 and 2006, although the change was not statistically significant. Both women and men faculty exhibit fairly high satisfaction with their jobs at UW-Madison, while women are less satisfied with their career progression compared to men faculty. Faculty in science departments are more satisfied than non-science faculty, and interestingly faculty of color in science departments are among the most satisfied with their jobs, second only to department chairs.

Some groups responded quite differently on the satisfaction items in 2003 compared to 2006, however. Of note, faculty in the social studies division decreased their satisfaction ratings significantly between 2003 and 2006. Others increased satisfaction from 2003 to 2006, especially those faculty doing “non-mainstream” research and Biological Science faculty (although these are not statistically significant increases.) Overall, however, most faculty at UW-Madison are satisfied with their jobs and careers.

Table S1. Satisfaction with UW-Madison - Wave 2 (2006)

	<u>N</u>	<u>Satisfied With Job</u>	<u>Satisfied With Career Progression</u>
All Faculty	1223	86.8%	84.3%
Women	394	85.5%	79.9% *
Men	827	87.4%	86.3%
Untenured	312	88.1%	84.6%
Tenured	911	86.4%	84.2%
Biological	436	90.8% *	86.0%
Physical	241	86.7%	84.6%
Social	333	↓ 83.8%	85.5%
Humanities	194	83.4%	78.4% *
Science	652	89.1% *	85.4%
Non-Science	551	↓ 84.2%	83.1%
Faculty of Color	115	85.2%	82.6%
Majority Faculty	1108	87.0%	84.5%
Non-Citizen	131	88.5%	84.6%
Citizen	1090	86.6%	84.3%
Gay/Lesbian	25	76.0%	76.0%
Bi/Heterosexual	1162	87.4%	84.8%
Children Under 18	561	85.0%	82.6%
No Kids Under 18	662	88.4%	85.8%
Children Under 6	178	88.2%	87.6%
No Kids Under 6	1045	86.6%	83.7%
Stay Home Partner	249	86.7%	↓ 84.7%
No Stay Home Partner	938	86.7%	84.1%
Cluster Hire	56	83.9%	87.5%
Not Cluster Hire	1167	87.0%	84.1%
Non-Mainstream	465	81.0% *	75.5% *
Mainstream	733	↓ 90.3%	89.7%
Department Chair	87	93.1% *	92.0% *
Not Department Chair	1136	86.4%	83.7%

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

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

S2. Factors Contributing Most to Satisfaction at UW-Madison (Full Codebook) - Wave 2 (2006)

University Factors	
Factor	N
Collaboration opportunities/Interdisciplinarity	129
Quality of faculty/staff	56
Presitge/Reputation/Quality of University	47
Intellectual environment/Scholarly climate	37
Facilities/Resources/Library	37
Accommodations for families/mothers	15
Asthetics of city/campus	14

Department Factors	
Factor	N
Colleagues	122
Department (general)	103
Research atmosphere/opportunities	90
Collegiality/Camaraderie/Respect	57
Support for research area/expertise	54
Graduate students/Graduate program	52
Teaching opportunities	45
Climate/Work environment	29
Chair/Department leadership	16
Mentors	14
Undergraduate programs	6
Reputation of the department	4
Lack of politics/competition/pretenion	3
Support for/fairness of tenure process	3

Geographic Location	
Factor	N
Madison	173
Location (general)	63
Wisconsin	29
Midwest	18
Close to family	3

Madison	
Factor	N
Place to raise a family	125
Community/Quality of life	42
Cultural richness	17
Schools	3

Nature of Job	
Factor	N
Quality of/relationship with mentoring	332
Academic freedom/Flexibility to pursue own interests	215
Research funding	4
Balance of research and teaching	2
Clinical work/Patient interaction	2

Other/Miscellaneous	
Factor	N
Other/Miscellaneous	39
Nothing/none	14

S3. Factors Detracting Most from Satisfaction at UW-Madison (Full Codebook) - Wave 2 (2006)

Financial and Resource Issues	
Factor	N
Low salary	180
Insufficient resources/support	174
Budget issues	62
Facilities/Equipment	59
Lack of graduate student support	59
Lack of support personnel	47
Low raises	29
Pressure to generate revenue	21
No travel funding	9
Hiring freezes/no votes for hires	7
Start-up package	2

Aspects of UW-Madison	
Factor	N
Administration	66
Bureaucracy	55
Benefits	12
Poor merit raise system	12
Faculty governance	12
Parking	11
Top-down mandatory initiatives	10
Need an outside offer to get a raise	8
Lack of domestic partner benefits	8
Uncertain future of University	7
Lack of prestige/quality	7
Increasing regulations/rules	7
Rigidity	4
Overhead	3
Size of University	3
Libraries	3

Political Factors	
Factor	N
Lack of support from state/legislature	89
Negative public opinion of University	6
Too politically correct	4
Negative press	3
Response to negative press	2

Diversity Issues	
Factor	N
Climate for women	24
Lack of diversity/Diversity issues	23
Climate for people of color	12

Geography	
Factor	N
Location (general)	7
Far from family and friends	3

Other/Miscellaneous	
Factor	N
Other/Miscellaneous	53
None or N/A	18
Unclear	14
Weather	9
Filling out surveys	2

Department Factors	
Factor	N
Colleagues	55
Political climate	29
Climate	29
Unfair distribution of money/responsibilities	24
Too few faculty (understaffed)	23
Poor department leadership	22
Lack of emphasis on teaching/students	22
Resistance to change/Inertia/Rigidity	15
Quality of students	15
Poor faculty retention and recruiting	13
Persistence of "old boys" networks	12
Problems recruiting and retaining graduate stu	11
Department (general)	10
Low morale	9
Lack of respect for clinical work	8
"Lame duck" senior faculty	8
Mission/direction	7
Low standards	6
Heigherarchy	5
Lack of/poor mentors	3
Faculty misconduct	3
Support for career development	2
Lack of seminars	2

Job-related Issues	
Factor	N
High demands/work load	68
Lack of job satisfaction/Feel unappreciated	62
Administrative work (too much of)	35
Tenure and promotion	31
Service load	27
Teaching load	21
Difficulty getting grants	10
Emphasis on research output	6
Joint/split appointment	5
Job not a good fit	3
Difficulty with IRB	3
Too many meetings	2
Emphasis on competitiveness	2

Interactions	
Factor	N
Isolation	48
Lack of collegiality	41
Not part of informal network	19
Egotism/Elitism	11
Fragmentation/Cliques	8
Communication	2
Competition for resources	2

Personal/Family Issues	
Factor	N
Work-life balance	8
Opportunities for spouse/partner	7
Family (general)	3
Stress/Burnout	3

Table S4. Considered Leaving UW-Madison in Past 3 Years - Wave 2 (2006)

	N	Considered Leaving in Past 3 Years		Seriously Considered Leaving	
All Faculty	1199	58.6%		47.1%	
Women	390	64.0%	*	46.6%	
Men	815	56.0%		47.5%	
Untenured	306	55.9%		49.7%	
Tenured	893	59.6%		46.2%	
Biological	431	56.1%		45.4%	
Physical	234	51.3%	*	38.2%	*
Social	326	63.2%	*	52.4%	
Humanities	190	64.7%		50.4%	
Science	641	54.3%	*	43.0%	*
Non-Science	540	63.5%		51.3%	
Faculty of Color	102	69.6%	*	53.5%	
Majority Faculty	1097	57.6%		46.3%	
Non-Citizen	126	59.5%		51.9%	
Citizen	1071	58.5%		46.5%	
Gay/Lesbian	24	66.7%		23.5%	*
Bi/Heterosexual	1140	58.1%		47.1%	
Children Under 18	551	63.2%	*	47.6%	
No Kids Under 18	648	54.8%		46.6%	
Children Under 6	174	63.2%		45.0%	
No Kids Under 6	1025	57.9%		47.4%	
Stay Home Partner	245	60.8%		46.7%	
No Stay Home Partner	918	58.1%		47.4%	
Cluster Hire	54	63.0%		55.6%	
Not Cluster Hire	1145	58.4%		46.6%	
Non-Mainstream	453	65.3%	*	50.1%	
Mainstream	721	54.1%		44.5%	
Department Chair	85	58.8%		40.8%	
Not Department Chair	1114	58.6%		47.5%	

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

Longitudinal tests: not available for these items.

S5. Factors Contributing to Consideration to Leave UW-Madison (Full Codebook) - Wave 2 (2006)

Financial and Resource Issues	
Factor	N
Low salary	237
Insufficient resources/support	82
Facilities/Equipment	26
Budget issues	25
Low raises	18
Lack of support personnel	17
Lack of graduate student support	16
Start-up package	4
Pressure to generate revenue	2

Aspects of UW-Madison	
Factor	N
Administration	32
Uncertain future of University	7
Lack of emphasis on teaching/students	6
Lack of prestige/quality	6
Benefits	5
Top-down mandatory initiatives	4
Bureaucracy	4
Lack of domestic partner benefits	3

Political Factors	
Factor	N
Lack of support from state/legislature	33
Negative press	4

Exogenous/Market Factors	
Factor	N
Offered position elsewhere	59
Wanted a change/new opportunities	45
Desire to leave academia	5
Retirement	5

Diversity Issues	
Factor	N
Lack of diversity/Diversity issues	14
Climate for women	7
Climate for people of color	5

Geography	
Factor	N
Location (general)	26
Far from family and friends	16
In Madison	8
Not 'home'	3

Other/Miscellaneous	
Factor	N
Other/Miscellaneous	22
Weather	11
Unclear	4
None or N/A	4

Department Factors	
Factor	N
Climate	60
Colleagues	46
Leadership of department/division	23
Unfair distribution of money/responsibilities	14
Quality of department	9
No/wrong mission/direction	9
Support for career development	6
Lack of prestige	6
Quality of students	5
Not enough leave support	5
Too few faculty (understaffed)	4
Lab/department discontinued	4
Political climate	3
Lack of/poor mentors	3
Department (general)	3
Lack of parental leave	2
Lack of graduate program	2
Faculty misconduct	2

Job-related Issues	
Factor	N
Tenure and promotion	54
High demands/workload	45
Research opportunities/ability to do own research	21
Teaching load/assignments	13
Service load	10
Difficulty getting grants	6
Adjustment in job	4
Job not a good fit	3
Joint/split appointment	2
Difficulty with IRB	2

Interactions	
Factor	N
Lack of job satisfaction/Feel unappreciated	66
Isolation	23
Not part of informal network	13

Personal/Family Issues	
Factor	N
Opportunities for spouse/partner	32
Health	11
Family (general)	9
Personal (general)	7
Spouse/partner dissatisfied	5
Spouse/partner lives elsewhere	4
Work-life balance	4
Burnout	3
Age	3

S6. Factors Contributing to Consideration to Stay at UW-Madison (Full Codebook) - Wave 2 (2006)

Financial and Resource Issues	
Factor	N
Facilities/Equipment/Resources/Support	26
Satisfactory counter-offer/retention package	18
Salary increase	12
Benefits	11
Financial reasons (general)	2

Exogenous/Market Factors	
Factor	N
No attractive outside offer	56
Not marketable	7
Real estate	5

University Factors	
Factor	N
Quality of university	30
College/university leadership	10
Prestige	5
Centers/programs on campus	2
Faculty governance	2

Department Factors	
Factor	N
Colleagues/Collaborators	128
Students	52
Research environment/intellectual climate	35
Department (general)	29
Quality of department	14
Faculty/staff	12
Department chair	9
Mentoring	3

Interactions	
Factor	N
Cameraderie/Collegiality	32
Happy here	14
Familiarity	8
Feel appreciated	6
Encouragement from colleagues to stay	4

Job-related issues	
Factor	N
Good research program/opportunities	51
Enjoy job	27
Investment in research program	21
Teaching opportunities	15
Autonomy	14
Promotion	8
Intellectual goals/purpose	5
Working towards tenure	3
Service opportunities	3

Madison/Location	
Factor	N
City of Madison/State of Wisconsin	52
Quality of life	51
"Roots" in area	25
Location	17
Community	13
Public schools	3

Personal/Family Issues	
Factor	N
Family (general)	152
Spouse's/partner's job	39
Friends	21
Kids in school	16
Age	16
Personal (general)	13
Exhaustion	2

Other/Miscellaneous	
Factor	N
Other	34
Inertia	21
Plans on/still considering leaving	21
Don't want to move	19
Loyalty to department/UW-Madison	15
Hope for a better future	12
Patience	5
Improvement of past problems	4
Wrong timing	3

Table S7. Would Accept Position Again - Wave 2 (2006)

	N	Would Accept Current Position Again	
All Faculty	1214	86.7%	
Women	389	80.7%	*
Men	823	89.4%	
Untenured	310	87.7%	
Tenured	904	86.3%	
Biological	430	86.7%	
Physical	238	86.6%	
Social	333	87.4%	
Humanities	193	85.5%	
Science	644	86.5%	
Non-Science	550	86.9%	
Faculty of Color	102	83.3%	
Majority Faculty	1112	87.0%	
Non-Citizen	131	84.7%	
Citizen	1081	86.9%	
Gay/Lesbian	25	80.0%	
Bi/Heterosexual	1153	86.8%	
Children Under 18	557	84.2%	*
No Kids Under 18	657	88.7%	
Children Under 6	178	86.0%	
No Kids Under 6	1036	86.8%	
Stay Home Partner	248	88.3%	
No Stay Home Partner	930	86.8%	
Cluster Hire	56	91.1%	
Not Cluster Hire	1158	86.4%	
Non-Mainstream	457	79.2%	*
Mainstream	732	91.3%	
Department Chair	86	93.0%	*
Not Department Chair	1128	86.2%	

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

Longitudinal tests: not available for this item.

Table S8. Willingness to Recommend Department to Prospective Tenure-Track Faculty - Wave 2 (2006)

	N	Strongly Recommend Department**	Not Recommend Department***
All Faculty	1203	65.1%	3.9%
Women	388	57.7% *	5.9% *
Men	813	68.6%	3.0%
Untenured	310	64.5%	3.2%
Tenured	893	65.3%	4.1%
Biological	428	61.7%	3.5%
Physical	237	72.6% *	2.5%
Social	327	66.7%	3.4%
Humanities	192	60.4%	7.3% *
Science	641	66.3%	3.4%
Non-Science	543	63.5%	4.4%
Faculty of Color	104	55.8% *	2.9%
Majority Faculty	1099	66.0%	4.0%
Non-Citizen	130	64.6%	3.8%
Citizen	1071	65.3%	4.6%
Gay/Lesbian	25	44.0% *	8.0%
Bi/Heterosexual	1144	66.0%	3.8%
Children Under 18	555	61.6% *	4.1%
No Kids Under 18	648	68.1%	3.7%
Children Under 6	177	58.8%	2.3%
No Kids Under 6	1026	66.2%	4.2%
Stay Home Partner	246	66.7%	2.8%
No Stay Home Partner	921	64.9%	4.0%
Cluster Hire	56	71.4%	0.0% *
Not Cluster Hire	1147	64.8%	4.1%
Non-Mainstream	457	48.6% *	6.6% *
Mainstream	725	75.6%	2.2%
Department Chair	86	77.9% *	1.2% *
Not Department Chair	1117	64.1%	4.1%

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

** Versus recommend with reservations and not recommend.

*** Versus strongly recommend and recommend with reservations.

Longitudinal tests: not available for this item.

Section 3: Detailed Results by Topic

F. Institutional and Departmental Climate Change

Faculty were asked to report whether and to what extent they or others had experienced a change in the atmosphere in their departments and on campus.

Institutional and Departmental Climate Change Summary

Department Climate Change

In the 2006 survey, faculty were asked to evaluate whether and to what degree their departmental climate had changed since January 2003. Most faculty reported no change in their own experiences of department climate between 2003 and 2006. For those who did indicate a change, faculty more often reported that their department's climate had improved, rather than deteriorated. This is true for faculty as a whole, but more marked for gay/lesbian faculty and faculty who describe their research as non-mainstream. Overall, women faculty were slightly more likely to report an improved department climate, while faculty of color were somewhat less likely to report climate improvements as compared to their counterparts. Among female faculty and faculty of color in the sciences, both are significantly (at $p < 0.01$) more likely to report an improvement in their department's climate as compared to men and majority faculty.

WISELI may have played a role in climate improvements in some departments. Faculty in departments that participated in WISELI workshops or events were more likely to report positive changes in their departments' climate between 2003 and 2006. This relationship was strongest among participating science departments. Faculty or departments who chose to participate in WISELI events were, however, more likely to report a positive department climate for women and faculty of color in the 2003 survey, thus selection is playing a role in these positive results.

Table CC1. Department Climate Change - Wave 2 (2006)**

	N	For Me Personally	For Other Faculty	For Staff
All Faculty	980	24.5%	21.7%	22.6%
Women	296	29.7% *	21.1%	21.8%
Men	682	22.3%	21.5%	22.9%
Untenured	153	29.4%	13.8% *	13.2% *
Tenured	827	23.6%	22.6%	24.1%
Biological	356	24.7%	19.5%	21.8%
Physical	193	31.1% *	22.6%	25.5%
Social	254	21.3%	23.6%	23.5%
Humanities	159	22.0%	19.8%	19.3%
Science	532	27.1% *	19.8%	22.5%
Non-Science	430	21.6%	23.0%	22.8%
Faculty of Color	88	17.0%	18.8%	17.5%
Majority Faculty	892	25.2%	21.6%	23.0%
Non-Citizen	80	27.5%	20.9%	26.2%
Citizen	898	24.3%	21.4%	22.3%
Non-Mainstream	380	26.3%	21.9%	22.8%
Mainstream	583	23.5%	21.4%	22.3%
Dept. Chair	77	23.4%	34.8% *	40.6% *
Not Chair	903	24.6%	20.1%	20.9%

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

** Proportion of faculty reporting "significantly more positive" or "somewhat more positive" climate versus "significantly more negative," "somewhat more negative," or "stayed the same." Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

Longitudinal tests: Not available for this item.

Table CC2. Institutional Climate Change - Wave 2 (2006)**

	N	For Me Personally	For Women***		For Persons of Color***		On Campus Overall
			Faculty	Staff	Faculty	Staff	
All Faculty	977	18.9%	35.4%	23.3%	24.2%	19.3%	18.1%
Women	294	25.5% *	25.5% *	12.8% *	17.4% *	11.0% *	16.8%
Men	681	16.2%	40.7%	27.9%	26.9%	22.0%	18.7%
Untenured	153	20.9%	20.7% *	15.3%	12.9% *	11.8%	13.6%
Tenured	824	18.6%	37.7%	24.5%	25.9%	20.3%	18.9%
Biological	354	18.1%	37.8%	26.6%	27.5%	20.8%	21.9% *
Physical	192	23.4%	47.0% *	28.2%	27.4%	27.1%	20.6%
Social	254	16.1%	27.7% *	16.9% *	22.5%	13.3%	13.7% *
Humanities	159	20.8%	27.6%	17.8%	14.0% *	14.1%	12.8%
Science	529	19.1%	39.8% *	26.8% *	26.4%	22.4% *	20.9% *
Non-Science	430	19.1%	29.4%	18.1%	20.7%	14.2%	14.5%
Faculty of Color	86	19.2%	26.3%	17.0%	14.5% *	11.9%	13.2%
Majority Faculty	891	16.3%	36.2%	23.9%	25.6%	20.1%	18.6%
Non-Citizen	80	15.0%	42.3%	26.8%	25.6%	27.3%	12.9%
Citizen	895	19.3%	34.7%	22.9%	24.0%	18.4%	18.5%
Non-Mainstream	379	22.4% *	27.9% *	17.9% *	17.5% *	14.6%	16.3%
Mainstream	581	16.9%	40.1%	26.6%	28.2%	21.8%	19.1%
Dept. Chair	78	19.2%	48.3% *	21.3%	22.7%	16.2%	25.8%
Not Chair	899	18.9%	34.1%	23.5%	24.4%	19.5%	17.4%

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

** Proportion of faculty reporting "significantly more positive" or "somewhat more positive" climate versus "significantly more negative," "somewhat more negative," or "stayed the same." Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

*** Many faculty answered "don't know" for these items; affirmative answers only reported here. The number of respondents reflected here is smaller than for other items presented in this table

Longitudinal tests: Not available for this item.

CC3. Attribution of Climate Change

Administration-Positive	
Factor	N
Positive efforts/attitudes from admin/deans	23
Change of administrator(s)	4
School/college initiatives	2
Admin oversight of efforts to improve climate	3

Administration-Negative	
Factor	N
Scandals/public reactions problems with administration	7
Dean of the Medical School	2
Problems with administration (general/unspecified/misc)	19
Bureaucratic nature of administration	2
Lack of female/minority leaders in admin	4
Lack of leadership/accountability in admin	5
Disconnect between admin & fac/depts	5
Not enough/too slow/superficial efforts to recognize and/or address climate & diversity issues	7

Department-Positive	
Factor	N
Policies of department or chair	4
Problematic faculty leave department	3
Critical mass of women faculty (and graduate students)	3
Dept. chair's efforts to address climate/diversity (general)	5
Department receives campus or nat'l recognition	3
New dept. leader	24
Increasing communication	2
New faculty hire(s)	6
People in the department (general)	3
Attention to recruiting/hiring/retaining female/minority faculty	7
Junior colleagues treated better	2
Reduced power of senior fac/recognition by senior fac of climate problems	2
Chair or department values climate	3
Chair/department leader (general)	6
More diversity on fac	4
Change in dept. staff	8
"Generational shift" (older faculty are replaced by younger)	13

General-Positive	
Factor	N
Positive mentoring	2
Recognition/awareness/talk about/acceptance of climate/diversity/gender equity	31
Demographic changes within the field	3
Efforts to improve climate or equity	11
Increased openness towards differences & different contributions	2

General-Negative	
Factor	N
Low salaries/benefits	17
Insufficient/infrequent raises	12
Lack of funding/resources and/or budget cuts	109
Women/minority faculty leaving/not getting tenure // too few tenured women/minority faculty	8
Decline in/restrictions on research "Old boys" network privileges traditional research & people // male leadership unwilling to change	7
Insufficient effort/attention to diversity efforts	5
Resource allocation (general)	2
Resource constraints effecting ability to	3
"Backlash" against diversity efforts ("politically	4

Programs-Positive	
Factor	N
Women faculty mentoring program	3
Climate programs (unspecified)	7
Gender Pay Equity Study	2
Plan 2008	2
WISELI stimulated openness/positive	3
WISELI activities and visibility	2
WISELI - general	9

Self-Positive	
Factor	N
Own work leads to acceptance/recognition on	13
Received tenure/promotion	6
Moved into tenure-track position	2
Individual efforts to improve climate	5

General efforts at dept. level to improve climate	6	Increased collaboration // more connections w/ colleagues on campus	5
Department restructured/decision-making processes changed//shift of department focus	8	Increasing seniority on campus // more experience	6
Reduced work burden	3	Positive developments with research	2
		Received funding/grant money	4
		Changed labs	2
Department-Negative			
Factor	N	Self-Negative	
Traditional-minded/older faculty	2	Factor	N
Clerical/administrative/service burden on faculty	6	Denied tenure	2
Competitive pressures/stresses	10	University-Positive	
Isolation/compartmentalization within/between department(s)	3	Factor	N
Faculty understaffing/cutbacks	8	Critical mass of women on campus	5
Workload burden/lack of job security for faculty	9	University-Negative	
Poor department climate/low morale	2	Factor	N
Department chair problematic/contributes to negative climate	11	Climate on campus decreasing (unspecified)	4
Climate and/or diversity agendas not consistently carried out or enforced at the department level	2	University receives poor publicity/negative media attention	11
Resource allocation in department	2	Liberalism/political correctness/intolerance of conservatism on campus	3
Department staff people overworked/underpaid/lack job security // too few staff people	18	Increasing bureaucratization/regulation	5
Interpersonal problems/bad acts by individual(s)/specific negative event in department	11	Too little diversity on campus (too few women/minorities)	2
Self-serving/individualistic attitudes in department	4	University-Neutral	
Problems with new hires or hiring decisions in department	8	Factor	N
Department staff turn-over // poor work performance by department staff	5	Stasis in university climate	10
Faculty leave/retire // lose senior faculty	5	Other	
Change in the direction/reorganization of the department	2	Factor	N
Service/teaching not recognized // focus of faculty job shifts away from teaching/research towards clinical/grant writing	6	Uninterpretable	17
		Not otherwise coded	32
		DNK	6
Politics (State/National)-Negative			
Factor	N		
Political problems with state/legislature -- attacks on/budget cuts for UW-Madison	31		
Lack of support for GLBT/no domestic partner	3		
Right-wing/conservative politics	4		
Lack of acceptance of diversity in wider	2		

Highlighted items are top 3 responses.

Table CC4. Improvement in Department Climate Skills - Wave 2 (2006)**

	<u>N</u>	<u>Creating a Welcoming Environment</u>		<u>Treating Others Collegially</u>		<u>Recognizing How Actions Affect Others</u>
All Faculty	892	8.2%		5.6%		13.7%
Women	264	12.5%	*	8.3%	*	18.6%
Men	627	6.4%		4.5%		11.6%
Untenured	137	14.6%	*	7.2%		18.8%
Tenured	755	7.0%		5.3%		12.7%
Biological	329	8.5%		6.3%		15.7%
Physical	184	11.4%		6.0%		13.1%
Social	229	6.6%		5.7%		10.5%
Humanities	138	6.5%		3.6%		15.4%
Science	497	9.9%	*	6.4%		14.8%
Non-Science	383	6.3%		4.7%		12.4%
Faculty of Color	79	6.3%		6.3%		17.5%
Majority Faculty	813	8.4%		5.5%		13.3%
Non-Citizen	74	12.2%		6.6%		17.3%
Citizen	816	7.8%		5.5%		13.4%
Dept. Chair	75	13.3%		6.8%		23.0%
Not Chair	817	7.7%		5.5%		12.9%

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

** Proportion of faculty reporting a higher level of skill in Spring 2006 than Spring 2003 as compared to those reporting the same or lower skill level. Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

Longitudinal tests: Not available for this item.

Table CC5. Improvement in Hiring Process Climate Skills - Wave 2 (2006)**

	N	Establishing Procedures for Equitable Review	Establishing Procedures for Equitable Hiring	Creating Welcoming Climate for New Hires
All Faculty	849	20.7%	19.4%	13.2%
Women	248	24.6%	21.5%	16.2%
Men	600	19.2%	18.5%	12.0%
Untenured	124	29.0% *	22.8%	16.0%
Tenured	725	19.3%	18.8%	12.8%
Biological	314	20.7%	17.2%	11.2%
Physical	176	20.5%	23.2%	15.9%
Social	221	23.1%	20.7%	15.5%
Humanities	127	18.1%	18.1%	10.4%
Science	475	19.4%	18.9%	12.9%
Non-Science	363	22.9%	20.3%	13.5%
Faculty of Color	78	19.2%	20.5%	19.5%
Majority Faculty	771	20.9%	19.3%	12.6%
Non-Citizen	69	31.9% *	28.2%	16.4%
Citizen	778	19.8%	18.6%	13.0%
Dept. Chair	72	26.4%	26.4%	21.6%
Not Chair	777	20.2%	18.7%	12.5%

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

** Proportion of faculty reporting a higher level of skill in Spring 2006 than Spring 2003 as compared to those reporting the same or lower skill level. Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

Longitudinal tests: Not available for this item.

Table CC6. Improvement in General Climate Skills - Wave 2 (2006)**

	N	Mentoring Junior Faculty	Increasing Visibility of Women	Evaluating Tenure Equitably
All Faculty	875	22.7%	11.5%	13.8%
Women	259	25.5%	13.5%	16.9%
Men	615	21.6%	10.6%	12.6%
Untenured	125	36.0% *	9.7%	13.3%
Tenured	750	20.5%	11.8%	13.9%
Biological	327	26.0%	14.1%	15.6%
Physical	185	28.1%	12.5%	15.2%
Social	221	18.1% *	8.7%	14.2%
Humanities	131	15.3% *	8.7%	7.9% *
Science	496	26.2% *	13.1%	15.3%
Non-Science	368	18.2%	9.4%	12.2%
Faculty of Color	77	27.3%	15.4%	21.3%
Majority Faculty	798	22.3%	11.1%	13.1%
Non-Citizen	73	35.6% *	14.7%	24.3% *
Citizen	800	21.6%	11.2%	12.9%
Dept. Chair	76	22.4%	23.3% *	10.8%
Not Chair	799	22.8%	10.4%	14.1%

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

** Proportion of faculty reporting a higher level of skill in Spring 2006 than Spring 2003 as compared to those reporting the same or lower skill level. Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

Longitudinal tests: Not available for this item.

Table CC7. Improvement in Identifying and Addressing Climate Issues - Wave 2 (2006)**

	<u>N</u>	<u>Identifying Issues in Department</u>	<u>Addressing Issues in Department</u>	<u>Addressing Issues at UW-Madison</u>
All Faculty	869	18.3%	14.2%	9.4%
Women	256	21.9%	18.3% *	14.1% *
Men	612	16.8%	12.5%	7.5%
Untenured	128	26.6% *	14.0%	9.7%
Tenured	741	16.9%	14.2%	9.4%
Biological	325	20.6%	13.6%	9.9%
Physical	178	22.5%	18.6%	15.9% *
Social	224	13.4% *	12.6%	6.0% *
Humanities	129	14.7%	13.0%	6.5%
Science	488	20.7% *	14.6%	11.5% *
Non-Science	368	14.9%	13.9%	7.0%
Faculty of Color	78	24.4%	19.2%	13.2%
Majority Faculty	791	17.7%	13.7%	9.0%
Non-Citizen	72	16.7%	17.8%	14.5%
Citizen	795	18.5%	13.9%	9.0%
Dept. Chair	76	31.6% *	24.3% *	10.3%
Not Chair	793	17.0%	13.3%	9.3%

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

** Proportion of faculty reporting a higher level of skill in Spring 2006 than Spring 2003 as compared to those reporting the same or lower skill level. Excludes faculty who reported that they were first hired at UW-Madison after January 2003.

Longitudinal tests: Not available for this item.

Section 3: Detailed Results by Topic

G. 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	1163	3.8%	93.9%	20.9%
Women	379	1.3%	96.3% *	31.5% *
Men	783	4.2%	92.7%	15.6%
Untenured	294	6.8% *	90.5% *	32.2% *
Tenured	869	2.8%	95.1%	16.9%
Biological	419	6.4% *	91.7% *	26.3% *
Physical	223	2.7%	91.9%	11.7% *
Social	317	1.6% *	96.9% *	22.6%
Humanities	186	3.2%	96.2%	18.4%
Science	619	5.3% *	91.6% *	20.2%
Non-Science	526	2.1%	96.6%	22.0%
Faculty of Color	100	3.0%	94.0%	19.2%
Majority Faculty	1063	3.9%	93.9%	21.1%
Non-Citizen	122	6.6%	89.3%	18.8%
Citizen	1039	3.5%	94.4%	21.2%
Cluster Hire	52	1.9%	96.2%	18.4%
Not Cluster Hire	1111	3.9%	93.8%	21.0%
Multiple Appointments	212	3.3%	94.8%	20.7%
Single Appointment	926	4.0%	93.6%	21.2%
Parent	897	3.1%	94.7%	23.4% *
Non-Parent	258	6.2%	91.1%	12.2%
Child Under 18	544	3.3%	94.1%	28.1% *
No Child Under 18	619	4.2%	93.7%	14.5%
Child Under 6	171	3.5%	93.6%	42.9% *
No Child Under 6	992	3.8%	94.0%	17.0%
Stay Home Spouse	245	3.7%	92.2%	19.7%
Working/No Spouse	885	4.0%	94.1%	20.5%
Used Program	226	--	98.7% *	--
Never Used Program	820	--	93.7%	--

* 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	1145	22.1%		73.8%		20.7%	
Women	375	17.9%	*	79.5%	*	25.3%	*
Men	768	24.1%		71.1%		18.4%	
Untenured	290	37.2%	*	60.0%	*	15.7%	*
Tenured	855	17.0%		78.5%		22.4%	
Biological	411	24.3%		72.3%		18.6%	
Physical	223	18.4%		78.0%		19.1%	
Social	315	20.6%		75.6%		21.0%	
Humanities	178	24.2%		70.2%		26.4%	
Science	612	22.6%		73.9%		19.0%	
Non-Science	515	21.6%		74.2%		22.5%	
Faculty of Color	100	17.0%		79.0%		20.7%	
Majority Faculty	1045	22.6%		73.3%		20.7%	
Non-Citizen	121	42.2%	*	54.6%	*	21.4%	
Citizen	1022	19.7%		76.1%		20.7%	
Cluster Hire	52	21.2%		76.9%		26.7%	
Not Cluster Hire	1093	22.1%		73.7%		20.4%	
Multiple Appointments	211	19.0%		76.8%		28.9%	*
Single Appointment	909	22.8%		73.4%		18.8%	
Parent	881	20.7%	*	75.4%	*	22.9%	*
Non-Parent	257	27.6%		68.5%		13.8%	
Child Under 18	533	23.8%		73.2%		23.0%	
No Child Under 18	612	20.6%		74.4%		18.7%	
Child Under 6	167	30.5%	*	65.9%	*	25.0%	
No Child Under 6	978	20.7%		75.2%		20.0%	
Stay Home Spouse	239	28.5%	*	66.1%	*	12.6%	*
Working/No Spouse	873	20.5%		75.6%		22.7%	
Used Program	211	--		96.2%	*	--	
Never Used Program	772	--		72.5%		--	

* 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	1139	37.9%		55.4%		15.8%	
Women	369	47.2%	*	50.1%	*	15.5%	
Men	768	33.3%		58.1%		15.9%	
Untenured	290	68.3%	*	29.7%	*	4.4%	*
Tenured	849	27.6%		64.2%		19.3%	
Biological	410	40.7%		51.5%	*	14.2%	
Physical	222	32.9%		56.3%		21.9%	*
Social	312	41.0%		54.8%		12.5%	
Humanities	177	32.8%		64.4%	*	15.8%	
Science	610	37.7%		53.0%		17.5%	
Non-Science	511	38.4%		58.3%		13.3%	
Faculty of Color	99	32.3%		58.6%		12.4%	
Majority Faculty	1040	38.5%		55.1%		16.1%	
Non-Citizen	123	49.6%	*	45.5%	*	10.1%	
Citizen	1014	36.5%		56.6%		16.3%	
Cluster Hire	49	44.9%		51.0%		19.1%	
Not Cluster Hire	1090	37.6%		55.6%		15.6%	
Multiple Appointments	213	29.6%	*	66.2%	*	23.6%	*
Single Appointment	901	40.0%		52.9%		13.8%	
Parent	876	34.0%	*	58.0%	*	17.8%	*
Non-Parent	256	51.6%		46.1%		9.2%	
Child Under 18	531	40.7%		52.4%		14.7%	
No Child Under 18	608	35.5%		58.1%		16.7%	
Child Under 6	165	49.7%	*	43.6%	*	13.9%	
No Child Under 6	974	35.9%		57.4%		16.1%	
Stay Home Spouse	242	44.2%	*	47.1%	*	12.1%	
Working/No Spouse	866	35.8%		58.1%		16.3%	
Used Program	151	--		91.4%	*	--	
Never Used Program	770	--		54.9%		--	

* 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	1155	81.5%		17.1%		5.8%	
Women	376	76.6%	*	22.3%	*	8.2%	
Men	777	83.8%		14.7%		4.6%	
Untenured	293	91.1%	*	8.5%	*	4.2%	
Tenured	862	78.2%		20.1%		6.3%	
Biological	413	91.3%	*	6.8%	*	1.6%	*
Physical	227	86.8%	*	11.9%	*	5.3%	
Social	317	69.4%	*	29.7%	*	10.4%	*
Humanities	179	73.7%	*	25.7%	*	8.2%	
Science	618	89.3%	*	8.7%	*	3.1%	*
Non-Science	518	72.2%		27.2%		9.1%	
Faculty of Color	97	62.9%	*	35.1%	*	17.7%	*
Majority Faculty	1058	83.2%		15.5%		4.6%	
Non-Citizen	124	91.1%	*	8.9%	*	2.5%	
Citizen	1029	80.3%		18.2%		6.1%	
Cluster Hire	53	84.9%		11.3%		0.0%	
Not Cluster Hire	1102	81.3%		17.4%		6.0%	
Multiple Appointments	215	71.2%	*	27.4%	*	10.3%	*
Single Appointment	914	83.9%		14.9%		4.9%	
Parent	886	79.6%	*	18.9%	*	6.4%	
Non-Parent	261	87.4%		11.9%		3.9%	
Child Under 18	537	81.9%		16.8%		5.1%	
No Child Under 18	618	81.1%		17.5%		6.3%	
Child Under 6	168	86.3%		11.3%	*	3.5%	
No Child Under 6	987	80.7%		18.1%		6.1%	
Stay Home Spouse	240	87.9%	*	10.8%	*	3.2%	
Working/No Spouse	881	79.8%		18.7%		6.2%	
Used Program	49	--		95.9%	*	--	
Never Used Program	778	--		17.0%		--	

* 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 Workshops for Search Committees

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1149	53.9%		39.9%		18.7%	
Women	375	56.3%		39.7%		17.2%	
Men	772	52.6%		40.2%		19.5%	
Untenured	294	73.1%	*	23.8%	*	4.4%	*
Tenured	855	47.3%		45.5%		23.3%	
Biological	410	50.5%		44.6%	*	16.5%	
Physical	226	52.2%		42.5%		20.5%	
Social	313	60.4%	*	32.0%	*	19.8%	
Humanities	182	52.2%		40.7%		21.0%	
Science	614	51.0%	*	43.7%	*	18.3%	
Non-Science	517	57.3%		35.8%		19.6%	
Faculty of Color	97	52.6%		44.3%		26.0%	
Majority Faculty	1052	54.0%		39.5%		18.1%	
Non-Citizen	124	59.7%		33.9%		12.4%	
Citizen	1023	53.1%		40.8%		19.5%	
Cluster Hire	53	73.6%	*	20.8%	*	7.1%	*
Not Cluster Hire	1096	52.9%		40.9%		19.2%	
Multiple Appointments	208	47.1%	*	47.1%	*	25.1%	*
Single Appointment	916	55.4%		38.5%		17.6%	
Parent	879	51.9%	*	41.5%		22.8%	*
Non-Parent	262	60.3%		35.1%		14.2%	
Child Under 18	533	56.3%		38.8%		17.8%	
No Child Under 18	616	51.8%		40.9%		19.5%	
Child Under 6	167	61.1%	*	33.5%		10.0%	*
No Child Under 6	982	52.7%		41.0%		20.1%	
Stay Home Spouse	239	61.1%	*	35.6%		17.0%	
Working/No Spouse	877	51.2%		41.9%		19.2%	
Used Program	176	--		86.4%	*	--	
Never Used Program	729	--		35.3%		--	

* 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 Family Leave

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1144	13.4%		85.1%		9.4%	
Women	370	10.3%	*	88.4%	*	13.3%	*
Men	772	14.9%		83.6%		7.5%	
Untenured	285	22.8%	*	75.4%	*	8.1%	
Tenured	859	10.2%		88.4%		9.8%	
Biological	411	13.6%		84.2%		9.9%	
Physical	222	14.9%		82.9%		4.4%	*
Social	310	13.2%		85.8%		9.3%	
Humanities	182	11.5%		88.5%		15.1%	*
Science	610	14.4%		83.3%		7.7%	*
Non-Science	515	12.2%		87.2%		11.5%	
Faculty of Color	97	15.5%		82.5%		7.5%	
Majority Faculty	1047	13.2%		85.4%		9.5%	
Non-Citizen	122	27.1%	*	72.1%	*	7.9%	
Citizen	1020	11.8%		86.7%		9.5%	
Cluster Hire	50	12.0%		84.0%		2.3%	
Not Cluster Hire	1094	13.4%		85.2%		9.7%	
Multiple Appointments	212	11.8%		85.9%		9.8%	
Single Appointment	906	13.6%		85.1%		9.4%	
Parent	878	11.5%	*	86.9%	*	11.6%	*
Non-Parent	258	19.4%		79.5%		2.1%	
Child Under 18	528	13.5%		85.0%		13.4%	*
No Child Under 18	616	13.3%		85.2%		6.0%	
Child Under 6	163	15.3%		81.6%		18.8%	*
No Child Under 6	981	13.1%		85.7%		7.8%	
Stay Home Spouse	238	14.7%		82.4%		6.0%	*
Working/No Spouse	874	13.2%		85.7%		10.4%	
Used Program	94	--		97.9%	*	--	
Never Used Program	881	--		87.7%		--	

* 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 Ombuds for Faculty

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1132	45.6%		50.4%		12.1%	
Women	366	40.7%	*	56.6%	*	15.5%	*
Men	765	47.8%		47.6%		10.4%	
Untenured	289	56.8%	*	41.9%	*	10.4%	
Tenured	843	41.8%		53.4%		12.6%	
Biological	413	37.3%	*	58.6%	*	18.5%	*
Physical	224	50.9%		45.1%		5.8%	*
Social	304	49.7%		45.1%		8.8%	
Humanities	173	49.1%		49.1%		11.0%	
Science	614	42.4%	*	53.4%	*	14.4%	*
Non-Science	500	48.8%		47.4%		9.4%	
Faculty of Color	98	36.7%		57.1%		7.8%	
Majority Faculty	1034	46.4%		49.8%		12.4%	
Non-Citizen	121	57.9%	*	41.3%	*	14.6%	
Citizen	1009	44.1%		51.5%		11.8%	
Cluster Hire	52	65.4%	*	32.7%	*	2.4%	
Not Cluster Hire	1080	44.6%		51.3%		12.5%	
Multiple Appointments	212	36.8%	*	58.0%	*	13.4%	
Single Appointment	895	47.3%		49.2%		11.8%	
Parent	867	43.6%	*	52.3%	*	13.6%	*
Non-Parent	257	51.4%		45.1%		7.3%	
Child Under 18	522	49.6%	*	48.7%		10.7%	
No Child Under 18	610	42.1%		52.0%		13.2%	
Child Under 6	166	48.2%		50.0%		17.7%	
No Child Under 6	866	45.1%		50.5%		11.2%	
Stay Home Spouse	236	57.6%	*	40.7%	*	7.8%	*
Working/No Spouse	868	42.1%		53.3%		13.3%	
Used Program	114	--		85.1%	*	--	
Never Used Program	779	--		51.7%		--	

* 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 New Faculty Workshops

	N	Never Heard of Program	Program is Very, Quite, or Somewhat Valuable**	Ever Used Program
All Faculty	1136	16.6%	80.9%	41.9%
Women	369	14.9%	84.3% *	53.9% *
Men	766	17.5%	79.2%	36.1%
Untenured	299	9.4% *	89.0% *	70.0% *
Tenured	837	19.2%	78.0%	31.8%
Biological	412	20.9% *	76.7% *	38.2%
Physical	226	15.0%	81.9%	39.5%
Social	305	12.1% *	84.6%	47.0%
Humanities	176	15.9%	83.5%	46.5%
Science	615	19.4% *	77.8% *	38.3% *
Non-Science	504	13.1%	84.7%	46.8%
Faculty of Color	98	12.2%	82.7%	53.1% *
Majority Faculty	1038	17.1%	80.7%	40.9%
Non-Citizen	126	12.7%	84.9%	59.6% *
Citizen	1008	17.2%	80.4%	39.9%
Cluster Hire	52	5.8% *	88.5%	62.2% *
Not Cluster Hire	1084	17.2%	80.5%	40.9%
Multiple Appointments	211	16.1%	82.0%	46.0%
Single Appointment	901	16.4%	80.9%	41.5%
Parent	870	16.7%	81.0%	39.4% *
Non-Parent	258	15.9%	81.0%	51.3%
Child Under 18	532	15.4%	82.1%	47.8% *
No Child Under 18	604	17.7%	79.8%	36.7%
Child Under 6	172	9.9% *	87.2% *	64.7% *
No Child Under 6	964	17.8%	79.8%	37.9%
Stay Home Spouse	241	16.6%	80.9%	44.3%
Working/No Spouse	865	16.5%	80.9%	41.2%
Used Program	421	--	98.6% *	--
Never Used Program	540	--	73.3%	--

* 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 Equity in Faculty Salaries Policy

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1146	27.8%		65.1%		24.9%	
Women	377	23.6%	*	71.9%	*	39.1%	*
Men	768	29.8%		61.9%		18.3%	
Untenured	292	52.7%	*	45.2%	*	10.4%	*
Tenured	854	19.3%		71.9%		29.3%	
Biological	414	32.4%	*	61.1%	*	23.3%	
Physical	222	34.7%	*	58.1%	*	15.7%	*
Social	311	22.5%	*	68.5%	*	28.6%	
Humanities	182	18.7%	*	76.9%	*	34.2%	*
Science	613	33.6%	*	59.4%	*	20.1%	*
Non-Science	516	21.1%		71.9%		30.8%	
Faculty of Color	100	25.0%		67.0%		21.1%	
Majority Faculty	1046	28.1%		64.9%		25.3%	
Non-Citizen	122	41.8%	*	54.1%	*	20.0%	
Citizen	1022	26.1%		66.4%		25.5%	
Cluster Hire	52	42.3%	*	51.9%	*	13.2%	
Not Cluster Hire	1094	27.2%		65.7%		25.4%	
Multiple Appointments	217	22.1%	*	70.1%		31.4%	*
Single Appointment	905	29.1%		64.2%		23.5%	
Parent	878	25.7%	*	67.1%	*	25.2%	
Non-Parent	259	35.1%		58.3%		23.9%	
Child Under 18	531	30.3%		63.5%		23.0%	
No Child Under 18	615	25.7%		66.5%		26.6%	
Child Under 6	168	40.5%	*	56.0%	*	20.2%	
No Child Under 6	978	25.7%		66.7%		25.7%	
Stay Home Spouse	240	39.6%	*	55.8%	*	14.1%	*
Working/No Spouse	874	24.7%		67.5%		27.2%	
Used Program	235	--		92.3%	*	--	
Never Used Program	691	--		61.1%		--	

* 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 Women Faculty Mentoring Program

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1126	25.6%		70.8%		26.4%	
Women	373	4.3%	*	90.4%	*	67.0%	*
Men	752	36.0%		61.2%		5.2%	
Untenured	286	33.9%	*	62.6%	*	30.8%	
Tenured	840	22.7%		73.6%		25.0%	
Biological	407	31.0%	*	64.9%	*	23.9%	
Physical	216	33.3%	*	63.9%	*	14.7%	*
Social	307	19.2%	*	76.6%	*	33.8%	*
Humanities	178	14.6%	*	82.6%	*	35.3%	*
Science	601	32.3%	*	63.7%	*	20.1%	*
Non-Science	507	17.6%		79.1%		34.4%	
Faculty of Color	97	20.6%		75.3%		30.5%	
Majority Faculty	1029	26.0%		70.4%		26.1%	
Non-Citizen	121	36.4%	*	59.5%	*	27.3%	
Citizen	1003	24.2%		72.2%		26.4%	
Cluster Hire	51	41.2%	*	52.9%	*	26.8%	
Not Cluster Hire	1075	24.8%		71.6%		26.4%	
Multiple Appointments	207	18.4%	*	77.3%	*	33.7%	*
Single Appointment	894	27.2%		69.4%		25.3%	
Parent	865	26.2%		70.5%		25.7%	
Non-Parent	253	22.9%		71.9%		29.4%	
Child Under 18	525	29.7%	*	66.5%	*	27.4%	
No Child Under 18	601	22.0%		74.5%		25.6%	
Child Under 6	168	33.9%	*	60.1%	*	30.5%	
No Child Under 6	958	24.1%		72.7%		25.8%	
Stay Home Spouse	231	42.9%	*	54.6%	*	9.6%	*
Working/No Spouse	863	21.3%		74.6%		29.9%	
Used Program	262	--		94.3%	*	--	
Never Used Program	677	--		67.4%		--	

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

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

Table UWP11. Value and Use of Committee on Women

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**	Ever Used Program	
All Faculty	1110	57.5%		39.8%	4.9%	
Women	367	55.9%		41.4%	10.3%	*
Men	742	58.2%		39.1%	2.4%	
Untenured	285	75.1%	*	24.2%	2.7%	*
Tenured	825	51.4%		45.2%	5.6%	
Biological	402	57.5%		39.8%	4.6%	
Physical	217	60.8%		35.0%	5.0%	
Social	302	56.3%		40.7%	3.6%	
Humanities	173	54.9%		39.0%	7.8%	
Science	597	59.1%		37.5%	4.5%	
Non-Science	497	55.3%		42.7%	5.3%	
Faculty of Color	95	54.7%		40.0%	9.0%	
Majority Faculty	1015	57.7%		39.8%	4.5%	
Non-Citizen	123	62.6%		34.2%	6.7%	
Citizen	985	56.9%		40.5%	4.7%	
Cluster Hire	52	75.0%	*	19.2%	0.0%	*
Not Cluster Hire	1058	56.6%		40.8%	5.1%	
Multiple Appointments	203	49.3%	*	49.8%	5.3%	*
Single Appointment	884	59.2%		37.8%	4.8%	
Parent	849	55.0%	*	42.4%	4.2%	*
Non-Parent	254	65.4%		31.9%	7.4%	
Child Under 18	516	61.4%	*	36.2%	4.1%	*
No Child Under 18	594	54.0%		42.9%	5.6%	
Child Under 6	162	67.9%	*	30.9%	3.3%	*
No Child Under 6	948	55.7%		41.4%	5.2%	
Stay Home Spouse	230	67.0%	*	30.4%	2.5%	*
Working/No Spouse	851	54.8%		42.4%	5.5%	
Used Program	44	--		86.4%	--	*
Never Used Program	800	--		42.5%	--	

* 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 Office of Campus Child Care

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1119	43.1%		54.5%		8.3%	
Women	369	34.7%	*	62.1%	*	14.9%	*
Men	748	47.2%		50.8%		5.1%	
Untenured	291	50.5%	*	48.5%	*	15.6%	*
Tenured	828	40.5%		56.6%		5.8%	
Biological	401	43.6%		53.6%		7.7%	
Physical	221	51.1%	*	46.6%	*	7.1%	
Social	303	39.9%		57.8%		8.7%	
Humanities	176	38.6%		60.2%		10.7%	
Science	600	47.3%	*	50.2%	*	7.4%	
Non-Science	501	38.5%		59.5%		9.5%	
Faculty of Color	97	32.0%	*	65.0%	*	11.4%	
Majority Faculty	1022	44.1%		53.5%		8.1%	
Non-Citizen	122	50.0%		48.4%		8.5%	
Citizen	995	42.2%		55.3%		8.3%	
Cluster Hire	50	50.0%		46.0%		8.1%	
Not Cluster Hire	1069	42.8%		54.9%		14.3%	
Multiple Appointments	206	37.9%		60.7%	*	8.7%	
Single Appointment	888	44.7%		52.9%		8.2%	
Parent	859	39.6%	*	57.7%	*	10.3%	*
Non-Parent	252	54.4%		44.1%		1.4%	
Child Under 18	524	39.7%	*	57.6%	*	15.1%	*
No Child Under 18	595	46.1%		51.8%		2.4%	
Child Under 6	169	35.5%	*	61.5%	*	28.4%	*
No Child Under 6	950	44.4%		53.3%		4.8%	
Stay Home Spouse	232	50.4%	*	47.8%	*	7.0%	
Working/No Spouse	858	41.5%		55.8%		8.0%	
Used Program	77	--		93.5%	*	--	
Never Used Program	808	--		57.8%		--	

* 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 Cluster Hire Initiative

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program
All Faculty	1164	6.4%		80.6%		39.7%
Women	377	7.7%		83.0%		37.5%
Men	785	5.9%		79.5%		40.8%
Untenured	291	14.4%	*	80.1%		22.9%
Tenured	873	3.8%		80.8%		45.4%
Biological	414	9.2%	*	78.5%		34.9%
Physical	229	3.5%	*	83.0%		43.7%
Social	320	7.2%		78.8%		41.3%
Humanities	182	3.3%		86.3%	*	41.1%
Science	620	7.3%		79.8%		38.8%
Non-Science	525	5.7%		81.7%		40.1%
Faculty of Color	100	4.0%		85.0%		35.6%
Majority Faculty	1064	6.7%		80.2%		40.1%
Non-Citizen	124	12.9%	*	77.4%		35.2%
Citizen	1038	5.7%		81.0%		40.1%
Cluster Hire	54	0.0%	*	98.2%	*	91.7%
Not Cluster Hire	1110	6.8%		79.7%		37.2%
Multiple Appointments	216	2.3%	*	87.0%	*	51.6%
Single Appointment	922	7.6%		79.2%		36.5%
Parent	894	5.6%	*	80.4%		42.9%
Non-Parent	262	9.5%		80.5%		28.6%
Child Under 18	537	6.0%		80.1%		43.0%
No Child Under 18	627	6.9%		81.0%		36.9%
Child Under 6	170	10.6%		79.4%		39.6%
No Child Under 6	994	5.7%		80.8%		39.7%
Stay Home Spouse	239	8.8%		78.2%		36.2%
Working/No Spouse	892	5.9%		81.1%		40.3%
Used Program	407	--		88.2%	*	--
Never Used Program	601	--		78.5%		--

* 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	1125	22.0%		70.0%	26.8%	
Women	367	25.9%	*	68.1%	24.5%	
Men	757	20.1%		70.9%	27.8%	
Untenured	288	38.9%	*	57.6%	14.1%	*
Tenured	837	16.1%		74.3%	30.9%	
Biological	404	13.1%	*	75.7%	35.6%	*
Physical	222	31.1%	*	62.2%	18.2%	*
Social	308	29.2%	*	64.6%	24.3%	
Humanities	174	19.0%		76.4%	20.9%	
Science	604	19.7%	*	71.0%	29.0%	
Non-Science	504	25.0%		68.9%	23.9%	
Faculty of Color	99	19.2%		75.8%	23.7%	
Majority Faculty	1026	22.2%		69.5%	27.0%	
Non-Citizen	124	33.9%	*	61.3%	17.4%	*
Citizen	999	20.5%		71.1%	27.8%	
Cluster Hire	50	32.0%		62.0%	13.6%	*
Not Cluster Hire	1075	21.5%		70.4%	27.4%	
Multiple Appointments	206	18.9%		72.3%	33.3%	*
Single Appointment	895	22.7%		69.8%	25.2%	
Parent	861	19.3%	*	72.1%	29.6%	*
Non-Parent	256	31.3%		62.9%	18.0%	
Child Under 18	517	24.4%		68.7%	23.8%	
No Child Under 18	608	19.9%		71.2%	29.3%	
Child Under 6	163	31.3%	*	63.2%	19.7%	*
No Child Under 6	962	20.4%		71.2%	27.9%	
Stay Home Spouse	233	28.8%	*	62.2%	19.5%	*
Working/No Spouse	862	19.8%		72.2%	28.8%	
Used Program	263	--		87.5%	--	*
Never Used Program	671	--		68.7%	--	

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

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

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	1125	37.7%	60.2%	4.9%
Women	368	32.9%	65.8% *	7.6% *
Men	756	40.0%	57.5%	3.6%
Untenured	291	47.4% *	51.9% *	3.5%
Tenured	834	34.3%	63.1%	5.4%
Biological	407	44.5% *	52.3% *	4.2%
Physical	219	39.3%	59.8%	3.7%
Social	307	28.7% *	69.4% *	7.4%
Humanities	177	36.2%	62.7%	4.1%
Science	606	42.7% *	54.8% *	3.7%
Non-Science	504	31.8%	66.7%	6.4%
Faculty of Color	97	33.0%	65.0%	7.7%
Majority Faculty	1028	38.1%	59.7%	4.7%
Non-Citizen	124	39.5%	58.9%	5.3%
Citizen	999	37.4%	60.4%	4.9%
Cluster Hire	52	26.9%	69.2%	2.3%
Not Cluster Hire	1073	38.2%	59.7%	5.0%
Multiple Appointments	211	33.7%	66.4% *	4.0%
Single Appointment	892	38.7%	58.9%	5.3%
Parent	863	36.4%	61.3%	5.0%
Non-Parent	254	42.1%	56.7%	4.6%
Child Under 18	525	34.7%	63.8% *	4.7%
No Child Under 18	600	40.3%	57.0%	5.1%
Child Under 6	165	36.4%	61.8%	3.0%
No Child Under 6	960	37.9%	59.9%	5.2%
Stay Home Spouse	233	40.8%	56.7%	4.4%
Working/No Spouse	861	37.1%	60.9%	4.8%
Used Program	46	--	97.8% *	--
Never Used Program	847	--	65.1%	--

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

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

Table UWP17. Value and Use of Plan 2008 Diversity Initiative

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1127	50.8%		43.0%		13.6%	
Women	367	49.3%		45.5%		18.2%	*
Men	759	51.4%		41.9%		11.5%	
Untenured	292	72.3%	*	25.7%	*	7.9%	*
Tenured	835	43.2%		49.1%		15.4%	
Biological	412	60.9%	*	34.7%	*	9.0%	*
Physical	219	54.3%		35.6%	*	10.7%	
Social	307	42.4%	*	50.2%	*	20.0%	*
Humanities	172	36.6%	*	59.9%	*	17.8%	
Science	609	59.3%	*	34.2%	*	9.0%	*
Non-Science	501	40.3%		53.9%		19.4%	
Faculty of Color	96	34.4%	*	56.3%	*	22.4%	
Majority Faculty	1031	52.3%		41.8%		12.9%	
Non-Citizen	123	71.5%	*	26.0%	*	10.1%	
Citizen	1002	48.1%		45.2%		14.1%	
Cluster Hire	53	64.2%	*	28.3%	*	5.1%	
Not Cluster Hire	1074	50.1%		43.8%		14.0%	
Multiple Appointments	209	42.6%	*	49.3%	*	22.4%	*
Single Appointment	894	52.6%		41.7%		11.8%	
Parent	862	49.2%		44.0%		14.5%	
Non-Parent	257	55.6%		40.5%		11.2%	
Child Under 18	524	56.1%	*	38.9%	*	12.9%	
No Child Under 18	603	46.1%		46.6%		14.3%	
Child Under 6	164	67.7%	*	27.4%	*	8.3%	
No Child Under 6	963	47.9%		45.7%		14.5%	
Stay Home Spouse	235	60.9%	*	34.9%	*	7.1%	*
Working/No Spouse	863	48.1%		45.1%		15.3%	
Used Program	124	--		87.9%	*	--	
Never Used Program	738	--		43.1%		--	

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

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

Table UWP17. Value and Use of WISELI

	N	Never Heard of Program		Program is Very, Quite, or Somewhat Valuable**		Ever Used Program	
All Faculty	1120	31.5%		65.7%		20.9%	
Women	365	24.1%	*	74.0%	*	34.3%	*
Men	754	35.0%		61.8%		14.2%	
Untenured	284	46.1%	*	52.5%	*	17.7%	
Tenured	836	26.6%		70.2%		21.9%	
Biological	407	28.0%	*	68.6%		24.9%	*
Physical	220	18.6%	*	78.2%	*	29.7%	*
Social	308	38.6%	*	58.1%	*	14.0%	*
Humanities	169	44.4%	*	55.6%	*	11.6%	*
Science	605	25.3%	*	71.1%	*	26.6%	*
Non-Science	499	39.3%		58.9%		13.7%	
Faculty of Color	98	28.6%		67.4%		23.4%	
Majority Faculty	1022	31.8%		65.6%		20.7%	
Non-Citizen	122	41.8%	*	57.4%	*	16.8%	
Citizen	996	30.2%		66.8%		21.4%	
Cluster Hire	52	28.9%		65.4%		15.9%	
Not Cluster Hire	1068	31.7%		65.7%		21.1%	
Multiple Appointments	206	26.7%		70.9%		24.7%	
Single Appointment	891	32.6%		64.7%		20.2%	
Parent	859	29.3%	*	67.8%	*	21.5%	
Non-Parent	253	38.7%		58.9%		19.3%	
Child Under 18	517	33.1%		64.2%		21.4%	
No Child Under 18	603	30.2%		67.0%		20.4%	
Child Under 6	163	39.9%	*	57.7%	*	23.7%	
No Child Under 6	957	30.1%		67.1%		20.4%	
Stay Home Spouse	231	37.2%	*	61.0%		14.6%	*
Working/No Spouse	860	29.8%		67.2%		22.5%	
Used Program	200	--		96.5%	*	--	
Never Used Program	707	--		65.4%		--	

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

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

Section 3: Detailed Results by Topic

H. 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.

Table SH1. Experience of Sexual Harassment by Faculty - Wave 2 (2006)

	N	Experience Harassment Past 3 Yrs
All Faculty	1177	5.6%
Women	383	11.0% *
Men	792	3.0%
Untenured	301	5.0%
Tenured	876	7.3%
Biological	423	6.6%
Physical	232	3.9%
Social	320	5.6%
Humanities	185	5.9%
Science	631	5.7%
Non-Science	529	5.7%
Faculty of Color	111	5.4%
Majority Faculty	1066	5.7%
Non-Citizen	130	3.1%
Citizen	1045	5.9%
Gay/Lesbian	21	19.0%
Bi/Heterosexual	1122	5.3%
Non-Mainstream	444	8.3% *
Mainstream	710	4.1%

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

Longitudinal tests: not available for this item.

Table SH2. UW-Madison's Response to Sexual Harassment - Wave 2 (2006)

	N	Taken Seriously On Campus	Big Problem On Campus**	Knows Steps to Take	Effective Process for Resolving Complaints**
All Faculty	1074	93.1%	25.4%	↓ 81.6%	72.6%
Women	329	89.4% *	32.2% *	↓ 77.0% *	↓ 57.0% *
Men	744	94.8%	22.8%	83.8%	79.1%
Untenured	231	↓ 93.1%	17.8% *	66.0% *	↓ 61.0%
Tenured	843	93.1%	27.1%	86.4%	74.1%
Biological	405	95.8% *	21.6% *	↓ 83.3%	75.9%
Physical	198	92.4%	21.1%	↓ 73.6% *	↓ 71.2%
Social	283	90.5%	28.3%	81.9%	71.0%
Humanities	170	91.2%	36.9% *	85.5%	69.1%
Science	582	94.7% *	21.5% *	↓ 79.9%	74.3%
Non-Science	474	90.9%	30.9%	83.4%	70.8%
Faculty of Color	98	85.7% *	↑ 41.0% *	83.3%	67.4%
Majority Faculty	976	93.9%	23.8%	↓ 81.5%	↓ 73.1%
Non-Citizen	103	97.1% *	19.4%	76.7%	↓ 73.0%
Citizen	969	92.7%	26.0%	↓ 82.1%	72.5%
Gay/Lesbian	18	-	-	64.0%	-
Bi/Heterosexual	1027	93.4%	24.6%	↓ 82.0%	↓ 72.4%
Non-Mainstream	404	91.3%	32.5% *	↓ 77.7% *	66.5% *
Mainstream	651	↓ 94.2%	21.7%	83.9%	↓ 75.5%

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

** Many respondents answered "don't know" for these items; only affirmative responses are reported here.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table SH3. Don't Know About Campus Sexual Harassment Incidence/Processes - Wave 2 (2006)**

	<u>N</u>	<u>Don't Know if Harassment is A Big Problem</u>	<u>Don't Know if UW has Effective Process</u>
All Faculty	1207	32.2%	58.3%
Women	393	↑ 41.5% *	62.2% *
Men	812	↓ 27.6%	56.4%
Untenured	308	50.6% *	80.8% *
Tenured	899	25.8%	50.6%
Biological	435	26.7% *	53.3% *
Physical	232	↓ 34.5%	68.4% *
Social	328	35.4%	58.1%
Humanities	192	36.5%	57.8%
Science	643	↓ 29.2% *	58.1%
Non-Science	544	35.7%	58.5%
Faculty of Color	116	32.8%	60.3%
Majority Faculty	1091	32.1%	58.1%
Non-Citizen	129	48.1% *	71.3% *
Citizen	1076	30.3%	56.8%
Gay/Lesbian	25	↑ 44.0%	64.0%
Bi/Heterosexual	1148	31.8%	58.0%
Non-Mainstream	459	36.4% *	61.7% *
Mainstream	724	↓ 29.3%	55.9%

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

** Percent responding "don't know" as compared to all affirmative responses.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Section 3: Detailed Results by Topic

I. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life.

a. Spouse/partner

Table WS1. Marital/Partner Status of Faculty - Wave 2 (2006)

	<u>N</u>	<u>Married/ Partnered</u>	<u>Married/ Partnered, Live Apart**</u>
All Faculty	1213	88.6%	4.9%
Women	393	79.9% *	7.1% *
Men	818	92.8%	3.8%
Untenured	311	83.3% *	6.4%
Tenured	902	90.5%	4.3%
Biological	434	91.0% *	3.7%
Physical	239	91.6%	3.8%
Social	329	84.5% *	5.8%
Humanities	192	↑ 86.5%	6.8%
Science	649	91.4% *	3.5% *
Non-Science	545	85.3% *	6.2%
Faculty of Color	105	85.7%	3.8%
Majority Faculty	1108	88.9%	5.0%
Non-Citizen	130	83.1%	6.2%
Citizen	1081	89.3%	4.7%
Homosexual	25	72.0%	16.0%
Not Homosexual	1154	89.3%	4.6%
Children Under 18	559	94.5% *	1.8% *
No Kids Under 18	654	83.6%	7.5%
Children Under 6	178	98.3% *	2.2% *
No Kids Under 6	1035	87.0%	5.3%

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

** Married/partnered but living apart may include persons who are separated.

Table WS2. Spouse/Partner's Employment Status - Wave 2 (2006)

	<u>N</u>	<u>Paid Labor Force Full- Time</u>	<u>Paid Labor Force Part- Time</u>	<u>Not in Paid Labor Force**</u>
All Faculty	1073	↑ 53.8%	↓ 21.5%	17.2%
Women	311	78.8% *	↓ 8.0% *	6.1% *
Men	760	43.4%	27.1%	21.8%
Untenured	256	↑ 64.8% *	18.4%	↓ 16.0%
Tenured	817	50.3%	↓ 22.5%	17.6%
Biological	392	55.4%	↓ 21.7%	16.6%
Physical	219	40.2% *	25.1%	26.5% *
Social	278	55.8%	20.9%	15.5%
Humanities	166	63.3% *	18.7%	10.2% *
Science	590	49.7% *	23.1%	20.3% *
Non-Science	465	58.5%	↓ 20.0%	13.5%
Faculty of Color	90	61.1%	22.2%	14.4%
Majority Faculty	983	↑ 53.1%	↓ 21.5%	17.5%
Non-Citizen	108	54.6%	21.3%	22.2%
Citizen	963	↑ 53.7%	↓ 21.6%	16.7%
Homosexual	-	-	-	-
Not Homosexual	1027	↑ 54.0%	↓ 21.2%	17.4%
Children Under 18	531	52.4%	25.0% *	22.0% *
No Kids Under 18	542	55.2%	↓ 18.1%	12.5%
Children Under 6	174	↑ 55.2%	20.1%	↓ 24.7% *
No Kids Under 6	899	53.5%	↓ 21.8%	15.8%

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

** Excludes retired spouse/partner

Dash (-) indicates data suppressed because of insufficient cases.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Section 3: Detailed Results by Topic

I. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life.

b. Children

Table WC1. Parental Status of Faculty - Wave 2 (2006)

	<u>N</u>	<u>Parent, Any Age</u>	<u>Parent, Age 19+</u>	<u>Parent, Age 6-18</u>	<u>Parent, Under 6</u>
All Faculty	1213	77.3%	39.4%	38.5%	14.8%
Women	394	62.2% *	24.7% *	33.2% *	16.1%
Men	817	84.6%	46.5%	40.9%	14.2%
Untenured	310	58.1% *	6.1% *	31.9% *	35.8% *
Tenured	903	83.8%	50.8%	40.7%	7.6%
Biological	432	81.5% *	44.1% *	40.2%	16.2%
Physical	238	77.7%	38.0%	38.8%	14.9%
Social	332	76.2%	38.8%	39.1%	13.1%
Humanities	191	69.1% *	30.8% *	34.9%	15.4%
Science	646	80.2% *	42.3% *	40.0%	15.4%
Non-Science	547	73.9%	35.7%	37.3%	14.4%
Faculty of Color	105	81.0%	32.1%	42.5%	19.8%
Majority Faculty	1108	76.9%	40.1%	38.1%	14.3%
Non-Citizen	130	63.1% *	13.7% *	40.5%	25.2% *
Citizen	1081	78.9%	42.4%	38.2%	13.6%
All Faculty Parents	937	100.0%	51.0%	50.4%	19.3%
Women	245	26.2%	39.6% *	53.9%	26.1% *
Men	691	73.8%	55.0%	49.1%	16.9%
Untenured	180	19.2%	10.6% *	55.6%	62.2% *
Tenured	757	80.8%	60.6%	49.1%	9.1%
Biological	352	38.2%	53.7%	49.7%	20.2%
Physical	185	20.1%	48.1%	50.8%	18.9%
Social	253	27.4%	51.4%	51.8%	17.4%
Humanities	132	14.3%	45.5%	51.5%	22.7%
Science	518	56.2%	52.1%	50.4%	19.3%
Non-Science	404	43.8%	49.0%	51.2%	19.8%
Faculty of Color	85	9.1%	40.0% *	52.9%	24.7%
Majority Faculty	852	90.9%	52.1%	50.1%	18.8%
Non-Citizen	82	8.8%	20.7% *	64.6% *	40.2% *
Citizen	853	91.2%	53.8%	49.0%	17.4%

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

Table WC8. Living Arrangements for Faculty Parents of Younger Children .
Wave 2 (2006)**

	<u>N</u>	<u>Live With Full Time</u>	<u>Live With Part Time</u>	<u>Not Living With</u>	
All Faculty Parents of Younger Children	576	91.2%	6.4	2.4%	
Women	171	90.1%	9.4%	0.6%	*
Men	404	91.6%	5.2%	3.2%	
Untenured	170	89.7% *	4.1%	1.2%	
Tenured	406	94.7%	7.4%	3.0%	
Biological	212	89.6%	7.5%	2.8%	
Physical	119	93.3%	5.0%	1.7%	
Social	152	88.8%	7.9%	3.3%	
Humanities	88	95.5% *	3.4%	1.1%	
Science	319	90.9%	6.6%	2.5%	
Non-Science	252	91.3%	6.3%	2.4%	
Faculty of Color	59	93.2%	5.1%	1.7%	
Majority Faculty	517	90.9%	6.6%	2.5%	
Non-Citizen	74	91.9%	6.8%	1.4%	
Citizen	501	91.0%	6.4%	2.6%	

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

** Children ages 0 to 18 years

Section 3: Detailed Results by Topic

I. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life.

c. Balance

Table WB1. Balancing Personal and Professional Life - Wave 2 (2006)

	N	Usually Satisfied	Seriously Considered Leaving UW-Madison	Forgo Professional Activities	Career Progression Slowed	Long Hours a Sign of Commitment**
All Faculty	1217	61.1%	33.8%	40.9%	43.7%	61.1%
Women	392	48.2% *	45.6% *	41.9%	54.6% *	65.4% *
Men	823	67.3%	28.0%	40.3%	38.4%	58.9%
Untenured	307	53.1% *	39.9% *	35.4% *	44.6%	60.3%
Tenured	910	63.7%	31.7%	42.7%	43.4%	61.3%
Biological	434	66.4% *	31.0%	43.9%	38.1% *	59.5%
Physical	238	59.2%	28.4%	38.8%	41.0%	62.6%
Social	332	59.0%	39.2% *	43.7%	51.2% *	61.7%
Humanities	193	54.9%	36.9%	32.1% *	47.1%	61.1%
Science	648	64.4% *	29.6% *	41.9%	38.7% *	61.1%
Non-Science	549	57.2%	38.6%	39.7%	49.8%	60.8%
Faculty of color	105	63.8%	39.0%	44.8%	49.0%	58.6%
Majority faculty	1112	60.8%	33.3%	40.6%	43.2%	61.3%
Non-Citizen	130	61.2%	37.8%	38.8%	40.6%	52.8%
Citizen	1085	60.0%	33.3%	41.1%	44.0%	62.0%
Homosexual	25	32.0% *	58.3% *	29.2%	37.5%	88.0% *
Not Homosexual	1158	61.7%	33.2%	41.3%	43.8%	60.3%
Children Under 18	560	59.6%	34.1%	60.1% *	59.5% *	57.3% *
No Kids Under 18	657	62.3%	33.5%	24.0%	30.1%	64.3%
Children Under 6	176	59.7%	37.7%	64.2% *	63.8% *	55.5%
No Kids Under 6	1041	61.3%	33.1%	36.9%	40.2%	62.0%
Stay Home Partner	250	61.6%	26.6% *	51.0% *	51.6% *	58.4%
No Stay Home Partner	931	61.0%	35.5%	37.3%	40.4%	62.0%
Non-Mainstream	461	51.2% *	45.0% *	45.8% *	51.1% *	61.9%
Mainstream	732	66.9%	26.4%	38.2%	38.8%	60.6%
Department Chair	87	60.9%	29.1%	45.3%	39.1%	60.9%
Not Department Chair	1130	61.1%	34.1%	40.5%	44.0%	61.1%

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

** Longitudinal tests not available for this item.

Longitudinal tests: no significant longitudinal changes observed for these items.

Table WB2. Departmental Support of Family Obligations - Wave 2 (2006)

	N	Supportive Colleagues	Difficulty Adjusting Schedules	Early or Late Meetings	Communicates Options for Baby**	Supports Family Leave	Kids= Less Committed
All Faculty	1134	80.8%	↓ 33.9%	↓ 38.7%	68.6%	↑ 86.6%	↓ 14.9%
Women	367	74.7% *	↓ 36.3%	39.5%	67.9%	80.2% *	↓ 24.7% *
Men	765	83.9%	↓ 32.6%	↓ 38.3%	68.9%	↑ 89.6%	↓ 10.3%
Untenured	276	80.4%	33.6%	35.9%	55.1% *	↑ 79.2% *	↓ 19.9% *
Tenured	858	80.9%	↓ 34.0%	↓ 39.6%	72.8%	88.4%	↓ 13.4%
Biological	410	82.4%	38.4% *	41.9%	66.0%	↑ 85.6%	↓ 14.1%
Physical	211	76.3%	33.3%	36.4%	57.3% *	83.2%	14.0%
Social	314	84.1%	↓ 27.7% *	↓ 31.1% *	78.2% *	89.4%	↓ 14.9%
Humanities	183	77.6%	↓ 35.8%	47.1% *	67.6%	87.0%	↓ 18.7%
Science	596	80.7%	↓ 36.7% *	↓ 39.3%	62.6% *	↑ 85.5%	↓ 14.1%
Non-Science	522	81.2%	↓ 30.9%	37.8%	74.6%	87.7%	↓ 16.1%
Faculty of color	93	82.8%	↓ 32.9%	40.0%	46.3% *	80.6%	16.0%
Majority faculty	1041	80.6%	↓ 34.0%	↓ 38.6%	70.5%	↑ 87.2%	↓ 14.9%
Non-Citizen	112	78.6%	↓ 25.7%	↓ 29.5% *	58.4%	↑ 76.6% *	16.1%
Citizen	1020	81.2%	↓ 34.7%	↓ 39.8%	69.8%	↑ 87.7%	↓ 14.7%
Homosexual	23	56.5% *	-	54.2%	-	-	-
Not Homosexual	1083	81.7%	↓ 33.5%	↓ 38.4%	68.7%	86.8%	↓ 14.6%
Children Under 18	530	77.5% *	↓ 35.4%	↓ 41.4%	58.5% *	82.0% *	↓ 19.8% *
No Kids Under 18	604	83.6%	32.4%	36.3%	80.5%	90.7%	↓ 10.5%
Children Under 6	166	81.9%	↓ 34.1%	42.3%	48.7% *	76.4% *	26.5% *
No Kids Under 6	968	80.6%	↓ 33.9%	↓ 38.1%	74.2%	88.5%	↓ 12.9%
Stay Home Partner	235	78.7%	↓ 30.1%	43.9%	61.3% *	83.2%	11.1%
No Stay Home Partner	863	81.8%	↓ 35.2%	↓ 37.3%	70.6%	88.0%	↓ 15.7%
Non-Mainstream	427	74.5% *	37.5%	41.7%	58.9% *	81.5% *	↓ 21.4% *
Mainstream	685	84.5%	↓ 32.0%	↓ 36.9%	74.5%	90.2%	↓ 10.6%
Department Chair	85	84.7%	32.1%	33.3%	84.6% *	94.9% *	↓ 12.8%
Not Department Chair	1049	80.5%	↓ 34.1%	↓ 39.1%	66.6%	85.7%	↓ 15.1%

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

** Longitudinal tests not available for this item.

NOTE: Many respondents answered "don't know" for the items presented here; only affirmative responses are reported.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Section 3: Detailed Results by Topic

I. Balancing Personal & Professional Life

This section asked faculty to assess the extent to which they are able to balance personal and professional life.

d. Health

Table WH1. Rating of Overall Health - Wave 2 (2006)

	N	% Good** Health	% Poor*** Health
All Faculty	1128	92.6%	7.5%
Women	369	89.7% *	10.3% *
Men	758	93.9%	6.1%
Untenured	290	89.3% *	10.7% *
Tenured	838	93.7%	6.3%
Biological	405	92.6%	7.4%
Physical	220	91.8%	8.2%
Social	304	92.1%	7.9%
Humanities	183	94.0%	6.0%
Science	599	92.3%	7.7%
Non-Science	513	92.8%	7.2%
Faculty of Color	95	88.4%	11.6%
Majority Faculty	1033	92.9%	7.1%
Non-Citizen	127	91.3%	8.7%
Citizen	1000	92.7%	7.3%

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

** Proportion of faculty reporting "excellent," "very good," or "good" health.

*** Proportion of faculty reporting "fair" or "poor" health.

Longitudinal tests: no significant over-time changes observed for these measures.

Table WH2. Ratings of Physical and Emotional States - Wave 2 (2006)**

	<u>N</u>	<u>Happy</u>	<u>Fatigued</u>	<u>Stressed</u>	<u>Nervous</u>	<u>Depressed</u>	<u>Short-Tempered</u>	<u>Well-Rested</u>	<u>Physically Fit</u>
All Faculty	1197	73.0%	50.2%	49.5%	18.9%	11.0%	10.1%	29.1%	51.7%
Women	390	67.7% *	↑ 66.4% *	65.5% *	29.0% *	17.4% *	14.4% *	25.3% *	44.9% *
Men	806	75.6%	42.3%	41.6%	14.1%	7.8%	8.0%	30.9%	55.0%
Untenured	307	69.7%	62.2% *	61.6% *	30.0% *	13.4%	13.8% *	22.0% *	43.8% *
Tenured	890	74.1%	46.1%	45.3%	15.1%	10.1%	8.8%	31.5%	54.4%
Biological	427	77.9% *	47.5%	48.7%	16.4%	8.7%	7.7% *	29.8%	51.2%
Physical	237	69.5%	↑ 46.4%	46.2%	17.4%	11.4%	11.9%	↓ 26.3%	52.3%
Social	327	71.8%	53.5%	54.6% *	21.1%	11.9%	11.3%	29.4%	50.2%
Humanities	188	69.1%	54.3%	↓ 46.3%	22.5%	13.4%	10.8%	28.3%	53.7%
Science	640	74.6%	47.3% *	48.0%	16.4% *	9.9%	9.1%	28.5%	52.0%
Non-Science	539	71.4%	53.2%	51.1%	21.7%	12.1%	11.2%	29.1%	51.0%
Faculty of Color	104	66.3%	53.8%	↓ 48.1%	↓ 19.2%	9.6%	↓ 9.7%	24.0%	50.0%
Majority Faculty	1093	73.6%	↑ 49.9%	49.6%	18.9%	11.1%	10.1%	29.6%	51.9%
Non-Citizen	131	↓ 58.5% *	57.3%	56.2%	29.2% *	↑ 16.9%	17.7% *	23.8%	55.4%
Citizen	1064	74.7%	49.3%	48.6%	17.7%	10.3%	9.2%	29.7%	51.3%

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

** Fraction of faculty responding that they "very often" or "quite often" experience the emotional/physical state.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$ (two-tailed test), darker grey indicates over-time change significant at $p < 0.05$ (two-tailed test). Arrows indicate the direction of change between 2003 and 2006.

Table WH3. Faculty With Significant Health Issues or Disabilities - Wave 2 (2006)

	<u>N</u>	<u>% Disabled</u>	<u>Department Accommodating?*</u>		<u>UW-Madison Accommodating?*</u>
All Faculty	1190	10.5%	63.4%		61.3%
Women	386	11.7%	50.0%	*	57.1%
Men	802	10.0%	70.8%		63.4%
Untenured	304	8.2%	-		-
Tenured	886	11.3%	64.1%		62.1%
Biological	419	11.2%	61.0%		63.2%
Physical	237	8.4%	80.0%		-
Social	328	11.3%	66.7%		64.5%
Humanities	186	10.8%	-		-
Science	632	10.1%	69.0%		63.0%
Non-Science	538	11.2%	58.5%		60.8%
Faculty of Color	101	15.8%	-		-
Majority Faculty	1089	10.0%	64.9%		61.5%
Non-Citizen	130	6.9%	-		-
Citizen	1058	10.9%	61.2%		60.0%

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

** Among those respondents reporting a significant health issue or disability; % reporting department or University is "very" or "quite" accommodating.

Dash (-) indicates data suppressed because of insufficient cases.

Longitudinal tests: no significant over-time changes observed for these measures.

Table WH4. Symptoms of Burnout

	<u>N</u>	<u>% Burnout Symptom</u>
All Faculty	1192	26.1%
Women	386	35.8% *
Men	804	21.4%
Untenured	306	27.1%
Tenured	886	25.7%
Biological	424	24.3%
Physical	234	26.1%
Social	325	28.6%
Humanities	189	24.3%
Science	635	24.6%
Non-Science	537	27.4%
URM	66	21.2%
Majority	1126	26.4%
Non-Citizen	131	29.0%
Citizen	1059	25.8%

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

** Burnout is indicated if respondent selected c, d, or e. No burnout symptoms if respondent selected a ("I enjoy my work. I have no symptoms of burnout" or b ("Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out."))

Table WH5. Suggested Changes to Culture of UW-Madison to Lower Stress on Faculty

University/Administration		Policies and Programs	
Factor	N	Factor	N
Change administrative structure of university // reduce red-tape and bureaucratic delays // change decision-making processes	32	Clarify implementation & standardize dissemination of University policies - e.g. teure clock extension, family leave // make UW policies more transparent	4
Change incentives for administrators // ensure administration is in-touch with and oriented to serve faculty needs	11	More programs/supports for balancing work & family life // value and support faculty's personal lives	15
Increase diversity (gender/ethnicity) & support/commitment to diversity // remove biases	8	Improve childcare options for faculty // more on-campus childcare	9
Reduce buisness-type attitudes of administration // less top-down administration	2	Allow access to family leave for other reasons	1
Shorter semesters // change semester schedule/structure	7	Support part-time appointments	7
More tenure lines // hire more faculty	22	Support for faculty with disabilities	1
Change top administrators // better top leadership	11	More resources to support partner/spousal hires	2
Make departments more accountable to deans/administrators	3	Paid leave for new parents // resources for maternity leave	3
Unify & rationalize the University mission/goals	2	More acess to mental health/mind-body resources for faculty	3
Improve UW relations with legislature // independence from state // turn-about of state attitude towards UW	16	More access to bridge/stop-gap funding for between grants // Villas Life-Cycle Grants	4
Reorganize department structure so that faculty are grouped by research interests, not discipline // remove disciplinary boundaries	2	Release junior faculty from other duties so that they can focus solely on research pre-tenure // junior leave/release policy	7
Improved PR/press coverage of University // more public support/appreciation of University	3	More faculty access to athletics/sporting events // incentives for faculty to exercise	6
Resources		Accelerate tenure for highly sucessful faculty	1
Factor	N	Get rid of/appropriately deal with problematic faculty	2
Increase salary // more raises	54	Institute an effective disciplinary procedure for tenured faculty // ensure due process for faculty	7
Better mentoring/guidance // more support for tenure process	12	Recognize clinical and teaching staff as faculty // tenure-track conversion	1
More/better staff/tech support for faculty	78	Climate	
Provide support durring summers // make all faculty appointments 12 months // reduce summer burden for faculty	9	Factor	N
Correct unfair/non-transparent process of resource allocation // fix salary inequities // reduce reliance on outside offers in allocating resources // more transparent hiring negotiations	19	More diversified reward system for faculty that acknolwedges different contributions // reward varried sucesses more often // compensate faculty fairly for the varried roles they take on (administrative duties/teaching/etc)	21

Improve the University budget // more resources for the University // more state support // address financial problems at University	27	Foster trust // more sense of community // cultivate culture of mutual support on campus // more relaxed professional environment	18
More support for faculty research (techs/grad students/etc)	22	Hold more parties/events // more social contact among faculty	8
More support for grant proposal preparation	4	More recognition for women faculty and their contributions	1
More resources for hiring grad students	13	Reduce the level of department and inter-faculty politics	5
Give faculty (more) access to funded sabbaticals/leaves	12	More open communication // shared decision-making	3
More teaching assistance // more support/resources to help faculty develop teaching skills // paid release to upgrade/incorporate tech into teaching // resources to support teaching responsibilities	33	Improve department climate // take climate issues seriously // make climate more welcoming for women/minorities	9
Provide domestic partner benefits	3	Raise awareness of biases in hiring & promotion	1
Reduce cost/burden of doing research at UW // overhead	3	More openness to non-mainstream research/ideas // value different approaches in research // academic freedom	4
More/better parking for faculty // fix parking issues // better transportation	4	More positive feedback on job performance // positive recognition to make faculty feel valued	7
Fix problems with/improve facilities/buildings // more space/equipment	16	Recognize and accept differences among faculty & in their goals	3
More University-based \$\$ resources for research/travel // funding for academic programs/departments // more resources for research	26	Equal respect for all disciplines on campus	2
Offer legal resources for faculty/staff	1	Reduce racism on campus	3
More federal funding for research // reduce the funding crunch // recognize that federal funding has declined sharply recently	8	More awareness of/sensitivity to LGBT issues	1
Free tuition for faculty children	1	Tolerance for diverse view-points/opinions	1
More adequate resources/funding (general)	28	Eliminate sexual harassment	1
		Encourage collaboration	1

Nature of the Job

Factor	N
Reduce administrative/service burden for faculty // distribute service burden evenly across faculty // provide resources to support service/administration	77
Limit job responsibilities of faculty // lower faculty loads	14
Lower time expectation for faculty	5
Clarify expectations for tenure and promotion & apply consistently	14
Make tenure success less-reliant on grant getting // value teaching and service, not just research // lower publication requirements for tenure // lengthen/get rid of the tenure clock // separate clinical tenure track // deemphasize tenure	29

Negative/Other Responses

Factor	N
Can't/shouldn't be changed - nature of the job & a top University	25
Nothing needs to change	13
Problem is endemic to culture of academia/science	11
Problem is too big to change	3

Use a standardized set of criteria to evaluate performance of faculty // make division committee criteria more transparent // base evaluations on quality not quantity	5	Problem is about Madison/department/other factors -- not University	10
Lower teaching loads // more flexibility in teaching responsibilities // distribute teaching load fairly across faculty	28	Problem owes to tenure process	2
Return focus of job to teaching and research // less emphasis on getting grant \$\$ // value various contributions of faculty/weight all aspects of faculty work equally // value clinical work, less emphasis on clinical \$\$	61	Culture/stress isn't a big problem for faculty // happy w/ culture at UW	16
Have a more resonable (attainable) model for faculty success/promotion // lower expectations for faculty // dispense with traditional "male" model of faculty work	22	Nothing needs to change, stress is self-induced	19
Distribute workload more evenly/fairly across faculty members	9	Situation has already improved	1
More time for research	6	DNK	34
Fewer students // smaller class sizes	8	Uninterpretable // not otherwise coded	37
Incorporate collegiality as a tenure criteria	1		
Eliminate annual merit reviews // reduce the burden of reviewing faculty performance // get rid of performance metrics	5		

Miscellaneous

Factor	N
Fix problems with personel structure (easier to hire/fire staff without losing positions)	1
Respond more rapidly to technological changes/advances	1
Better/different faculty	3
Treat staff people fairly // better pay for staff	2
Change culture of entitlement among undergrads	3
Change of department chair	2
Get rid of joint appointments	1
Change geographical location of campus	1
Respect for cluster hires	1

Top 3 responses are highlighted.

Section 3: Detailed Results by Topic

J. Diversity Issues at UW-Madison

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

Table DV1. Recruitment of Women and Minority Faculty - Wave 2 (2006)

	N	Women Faculty			N	Faculty of Color		
		Too Few	Identified Ways to Recruit	Actively Recruited		Too Few	Identified Ways to Recruit	Actively Recruited
All Faculty	1173	49.4%	64.5%	79.9%	1137	↑ 83.6%	44.1%	↓ 57.2%
Women	384	41.4% *	48.7% *	65.5% *	373	87.9% *	39.0% *	48.5% *
Men	789	53.2%	71.6%	86.4%	764	↑ 81.5%	46.6%	61.4%
Untenured	296	↓ 41.9% *	58.7%	75.4%	289	83.7%	44.8%	52.3%
Tenured	877	51.9%	66.0%	81.1%	848	↑ 83.6%	↓ 41.3%	↓ 58.5%
Biological	418	52.6%	62.6%	82.0%	399	86.0%	36.3% *	51.5% *
Physical	225	74.7% *	68.8%	83.9%	225	↑ 84.9%	37.3% *	50.8% *
Social	322	50.0% *	65.6%	77.1%	320	83.8%	53.1% *	↓ 67.4% *
Humanities	190	26.8% *	60.5%	74.1%	177	75.7% *	53.1% *	57.2%
Science	619	61.2% *	65.1%	82.9% *	601	↑ 85.7% *	↓ 35.9% *	↓ 50.8% *
Non-Science	536	35.8%	63.6%	76.2%	520	81.0%	53.2%	63.8%
Faculty of Color	112	35.7% *	57.8%	80.6%	111	↑ 76.6%	49.5%	50.5%
Majority Faculty	1061	50.8%	65.2%	79.8%	1026	↑ 84.4%	↓ 43.5%	↓ 58.0%
Non-Citizen	128	43.0%	66.7%	78.1%	122	69.7% *	46.5%	54.1%
Citizen	1044	50.1%	64.3%	80.0%	1014	↑ 85.3%	43.9%	↓ 57.5%
Department Chair	87	49.4%	73.8% *	88.5% *	85	83.5%	50.6%	65.5%
Not Chair	1086	49.4%	63.7%	79.1%	1052	↑ 83.7%	43.5%	56.4%
Non-Mainstream	447	50.1%	59.4% *	74.7% *	434	85.9%	40.7%	51.7% *
Mainstream	703	48.5%	67.5%	82.9%	683	↑ 81.8%	↓ 45.7%	60.0%
Less than 12.5% Female	269	79.9% *	68.4%	86.6% *	261	↑ 86.2%	41.7%	56.2%
More than 12.5% Female	904	40.3%	↓ 63.3%	77.7%	876	↑ 82.9%	44.8%	↓ 57.5%
Less than 35.0% Female	777	64.0% *	64.5%	81.5%	755	↑ 85.8% *	40.5% *	↓ 53.1% *
More than 35.0% Female	396	↓ 20.7%	64.6%	76.5%	382	79.3%	50.8%	64.9%

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

NOTE: Many respondents answered "don't know" for the items presented here; only affirmative responses are reported.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table DV2. Climate for Women and Minority Faculty - Wave 2 (2006)

	N	Women Faculty			N	Faculty of Color		
		Good Climate	Identified Ways to Enhance Climate	Taken Steps to Enhance Climate		Good Climate	Identified Ways to Enhance Climate	Taken Steps to Enhance Climate
All Faculty	1122	84.1%	59.8%	61.5%	785	71.1%	↓ 41.1%	↓ 41.4%
Women	378	75.9% *	39.8% *	38.6% *	242	54.1% *	29.2% *	28.7% *
Men	744	88.2%	70.3%	73.2%	543	78.6%	47.3%	48.1%
Untenured	278	84.6%	50.0% *	51.6% *	183	66.7%	36.1%	36.4%
Tenured	844	82.4%	62.0%	63.7%	602	72.4%	42.3%	42.6%
Biological	403	83.9%	61.0%	61.7%	278	74.8%	39.0%	36.9%
Physical	211	84.4%	65.2%	66.1%	124	79.0% *	38.7%	40.7%
Social	307	84.7%	↓ 55.9%	↓ 60.0%	237	67.1%	44.9%	↓ 47.6% *
Humanities	185	82.2%	↓ 55.9%	56.2%	140	62.9% *	39.0%	38.3%
Science	594	84.3%	62.7% *	63.8%	387	76.0% *	38.6%	37.3% *
Non-Science	512	83.4%	↓ 55.8%	↓ 58.1%	392	66.1%	43.1%	45.1%
Faculty of Color	108	82.4%	56.0%	57.6%	92	62.0%	43.2%	38.5%
Majority Faculty	1014	84.2%	60.2%	62.0%	693	72.3%	↓ 40.8%	↓ 41.8%
Non-Citizen	118	83.9%	57.3%	60.3%	82	76.8%	45.5%	40.7%
Citizen	1003	84.0%	60.0%	61.6%	703	70.4%	↓ 40.7%	49.1%
Dept. Chair	85	94.1%	74.7% *	73.2% *	62	↓ 79.0%	52.5%	55.0% *
Not Chair	1037	83.2%	58.3%	60.3%	723	70.4%	↓ 39.9%	↓ 40.0%
Non-Mainstream	426	75.8% *	51.9% *	51.5% *	288	59.4% *	↓ 31.2% *	32.4% *
Mainstream	675	89.0%	64.9%	67.6%	483	77.4%	47.5%	47.4%
Less than 12.5% Female	256	85.5%	64.1%	66.5%	163	↑ 84.0% *	39.1%	38.7%
More than 12.5% Female	866	83.6%	↓ 58.6%	↓ 60.1%	622	↓ 67.7%	↓ 41.6%	↓ 42.0%
Less than 35.0% Female	745	82.1% *	61.0%	↓ 63.0%	504	71.8%	↓ 37.9% *	↓ 37.7% *
More than 35.0% Female	377	87.8%	↓ 57.5%	58.6%	281	69.8%	46.2%	47.3%

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

NOTE: Many respondents answered "don't know" for the items presented here; only affirmative responses are reported.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table DV3. Leadership of Women and Minority Faculty - Wave 2 (2006)

	N	Women Faculty			N	Faculty of Color		
		Too Few in Leadership Positions	Identified Ways to Move Into Leadership	Effort to Promote Into Leadership		Too Few in Leadership Positions	Identified Ways to Move Into Leadership	Effort to Promote Into Leadership
All Faculty	1158	↓ 36.9%	62.6%	↑ 71.5%	945	70.1%	38.0%	44.2%
Women	382	↓ 39.5%	50.0% *	60.2% *	317	↓ 75.1% *	26.1% *	32.1% *
Men	776	↓ 35.6%	69.1%	↑ 77.2%	628	67.5%	44.2%	50.4%
Untenured	288	↓ 36.1%	57.8%	67.7%	244	67.2%	↓ 27.7%	45.0%
Tenured	870	↓ 37.1%	↑ 63.6%	↑ 72.4%	701	71.0%	40.0%	40.7%
Biological	411	↓ 42.1% *	60.4%	↑ 70.8%	319	73.4%	33.3%	40.7%
Physical	225	↓ 42.7%	↑ 63.3%	↑ 69.8%	174	66.1%	46.7%	50.5%
Social	315	34.0%	63.9%	73.0%	286	72.0%	39.8%	50.0% *
Humanities	190	24.7% *	64.0%	72.2%	156	65.4%	35.2%	34.0% *
Science	614	↓ 42.7% *	↑ 62.0%	↑ 71.0%	476	70.6%	38.3%	43.9%
Non-Science	527	30.6%	63.1%	72.0%	459	69.9%	37.8%	44.6%
Faculty of Color	112	32.1%	61.3%	71.9%	100	71.0%	32.4%	46.1%
Majority Faculty	1046	↓ 37.4%	62.7%	↑ 71.5%	845	69.9%	38.7%	44.0%
Non-Citizen	124	↓ 33.9%	62.2%	72.4%	99	57.6% *	38.3%	38.7%
Citizen	1033	↓ 37.3%	62.5%	71.4%	845	71.5%	37.9%	44.8%
Dept. Chair	86	34.9%	74.4% *	86.7% *	69	72.5%	52.8% *	64.2% *
Not Chair	1072	↓ 37.0%	61.3%	↑ 70.0%	876	69.9%	36.6%	42.4%
Non-Mainstream	442	↓ 41.0% *	↑ 56.8% *	↑ 63.7% *	367	73.0%	31.8% *	37.7% *
Mainstream	694	↓ 34.6%	65.7%	76.1%	562	67.4%	41.8%	48.3%
Less than 12.5% Female	262	↓ 50.4% *	↑ 63.0%	↑ 69.7%	205	70.2%	44.5%	↑ 50.8%
More than 12.5% Female	896	↓ 32.9%	62.4%	72.0%	740	70.0%	36.4%	42.7%
Less than 35.0% Female	766	↓ 46.0% *	↑ 59.4% *	↑ 68.6% *	611	71.4%	36.4%	41.5%
More than 35.0% Female	392	↓ 19.1%	68.3%	76.8%	334	67.7%	40.6%	48.7%

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

NOTE: Many respondents answered "don't know" for the items presented here; only affirmative responses are reported.

Longitudinal tests: lighter grey indicates over-time change significant at $p < 0.10$; darker grey indicates over-time change significant at $p < 0.05$. Arrows indicate the direction of change between 2003 and 2006.

Table DV4. Perceptions of Women and Minority Faculty's Competence - Wave 2 (2006)

	N	Women Faculty		Faculty of Color	
		Must Work Harder to Be Perceived As Competent		Must Work Harder to Be Perceived As Competent	
All Faculty	1100	24.2%		730	19.3%
Women	361	49.0%	*	206	32.5%
Men	739	12.0%		524	14.1%
Untenured	259	30.1%	*	154	20.8%
Tenured	841	22.4%		576	18.9%
Biological	393	21.4%		228	11.0%
Physical	211	18.5%	*	119	16.0%
Social	300	28.7%	*	241	22.4%
Humanities	182	30.8%	*	133	31.6%
Science	583	19.7%	*	335	12.8%
Non-Science	503	29.8%		386	25.1%
Faculty of Color	101	24.8%		87	43.7%
Majority Faculty	999	24.1%		643	16.0%
Non-Citizen	116	23.3%		80	21.3%
Citizen	983	24.3%		650	19.1%
Dept. Chair	86	14.0%	*	58	19.0%
Not Chair	1014	25.0%		672	19.3%
Non-Mainstream	414	35.0%	*	274	28.8%
Mainstream	667	17.2%		447	13.6%
Less than 12.5% Female	250	16.8%	*	143	12.6%
More than 12.5% Female	850	26.4%		587	21.0%
Less than 35.0% Female	730	21.5%	*	460	17.0%
More than 35.0% Female	370	29.5%		270	23.3%

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

NOTE: Many respondents answered "don't know" for the items presented here; only affirmative responses are reported.

Longitudinal tests: Not available for these items.

Section 3: Detailed Results by Topic

K. 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.

Table D1. Analysis Variables - Wave 2 (2006)

	Full Sample		Women Faculty		Men Faculty	
	N	%	N	%	N	%
All Faculty	1230	100.0%	397	32.3%	831	67.7%
Assistant Professor**	301	25.0%	149	37.7% *	152	18.7%
Associate Professor	183	15.2%	73	18.5% *	110	13.6%
Professor	722	59.9%	173	43.8% *	549	67.7%
Untenured	313	25.5%	154	38.8%	159	19.1%
Tenured	915	74.5%	243	61.2%	672	80.9%
Biological	438	36.2%	129	32.6%	309	38.0%
Physical	242	20.0%	41	10.4% *	201	24.7%
Social	335	27.7%	137	34.6% *	198	24.3%
Humanities	195	16.1%	89	22.5% *	106	13.0%
Science***	655	54.1%	158	39.9% *	497	61.1%
Non-Science	555	45.9%	238	60.1%	317	38.9%
Faculty of Color	106	8.6%	38	9.6%	68	8.2%
Majority Faculty	1122	91.4%	359	90.4%	763	91.8%
Non-Citizen	131	10.7%	41	10.3%	90	10.8%
Citizen	1096	89.3%	356	89.7%	740	89.2%
Homosexual	25	2.1%	-	-	-	-
Not Homosexual	1166	97.9%	-	-	-	-
Children Under 18	562	45.8%	170	42.8%	392	47.2%
No Kids Under 18	666	54.2%	227	57.2%	439	52.8%
Children Under 6	178	14.5%	64	16.1%	114	13.7%
No Kids Under 6	1050	85.5%	333	83.9%	717	86.3%
Non-Mainstream	465	38.8%	181	47.3% *	284	34.8%
Mainstream	735	61.3%	202	52.7%	533	65.2%
Cluster Hire	56	4.6%	22	5.5%	34	4.1%
Not Cluster Hire	1172	95.4%	375	94.5%	797	95.9%
Multiple Appointments	224	18.6%	83	21.1%	141	17.5%
Single Appointment	978	81.4%	311	78.9%	667	82.5%
Department Chair	87	7.1%	-	-	-	-
Not Chair	1141	92.9%	-	-	-	-

* Pearson's chi-squared significant at $p < 0.05$

** Includes a few cases with C50NN (pre-PhD instructor) titles.

*** See Appendix 2 for definitions.

Dash (-) indicates sample size is too small to be non-identifying

Table D2. Other Demographic Variables - Wave 2 (2006)

	Full Sample		Women Faculty		Men Faculty	
	N	%	N	%	N	%
Father Obtained Advanced Degree	437	36.3%	172	44.0% *	265	32.6%
Father Obtained College Degree	287	23.8%	94	24.0%	193	23.7%
Father's Education Less than College Degree	480	39.9%	125	32.0% *	355	43.7%
Mother Obtained Advanced Degree	228	18.9%	94	24.0% *	134	16.4%
Mother Obtained College Degree	331	27.4%	123	31.5% *	208	25.5%
Mother's Education Less than College Degree	647	53.8%	174	44.5% *	473	58.0%
	<u>Mean</u>	<u>(S.D.)</u>	<u>Mean</u>	<u>(S.D.)</u>	<u>Mean</u>	<u>(S.D.)</u>
Number Women in Department	7	(0.2)	9	(0.4)	6	(0.2)
Percent Women in Department	28.3%	(0.0)	38.7%	(0.0)	23.2%	(0.0)

Section 4: Appendices

Section 4: Appendices

Appendix 1: Survey Instrument

Study of Faculty Worklife at the University of Wisconsin-Madison

2006



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:

UNIVERSITY OF WISCONSIN SURVEY CENTER
1800 University Avenue, RM 102
Madison, WI 53726

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 into a faculty position at UW-Madison to answer the following questions.

1. Were you hired into a faculty position at UW-Madison since January 1, 2003?

- a. Yes —▶ **Go to question 2**
 b. No —▶ **Go to question 5**

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

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

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

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

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

The Tenure Process at UW-Madison

5. Please check the appropriate box:

- a. I am clinical or CHS faculty —▶ **Go to question 12**
 b. I am untenured —▶ **Go to question 6**
 c. I first received tenure at a university other than the UW-Madison —▶ **Go to question 12**
 d. I first received tenure at UW-Madison after January 2003 —▶ **Go to question 6**
 e. I first received tenure at UW-Madison prior to January 2003 —▶ **Go to question 12**

6. Do you currently have tenure? a. Yes b. No

7. In what year did you receive tenure, or do you expect to be considered for tenure? _____

8. Please indicate your level of agreement with the following statements regarding your experience with the tenure 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	Agree Somewhat	Disagree Somewhat	Disagree Strongly	NA
		1	2	3	4	
a.	I am/was satisfied with the tenure process overall.	1	2	3	4	NA
b.	I understand/understood the criteria for achieving tenure.	1	2	3	4	NA
c.	The requirements/standards for tenure (e.g., level of scholarship, teaching requirements, and service requirements) are reasonable.	1	2	3	4	NA
d.	I receive/d feedback on my progress toward tenure.	1	2	3	4	NA
e.	I feel/felt supported in my advancement to tenure.	1	2	3	4	NA
f.	I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
g.	I was told about assistance available to pre-tenure faculty (e.g., workshops, mentoring).	1	2	3	4	NA
h.	My senior advisor/mentor committee is/was very helpful to me in working toward tenure.	1	2	3	4	NA
i.	I have received mixed messages about the requirements for tenure from senior colleagues.	1	2	3	4	NA
j.	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
k.	Tenure decisions are based primarily on performance, rather than on politics, relationships or demographics.	1	2	3	4	NA

9. Have you ever wanted or ever had cause to extend your tenure clock at UW-Madison?

- a. Yes → **Go to question 10**
 b. No → **Go to question 12**

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

- a. Yes → **Go to question 11**
 b. No → Why not? _____ → **Go to question 12**

11. If you extended or reset your tenure clock at UW-Madison, how supportive was your department? *Circle one.*

Extremely Supportive Generally Supportive Generally Unsupportive Extremely Unsupportive
 1 2 3 4

Professional Activities

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

12. a. On average, how many hours per week do you work? _____ hours per week
 b. How many hours per week during the academic year? _____ hours per week
 c. How many hours per week during summer months? _____ hours per week
 d. Appointment type: a. 12-Month b. 9-Month c. Other

13. 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	Agree Somewhat	Disagree Somewhat	Disagree Strongly	NA
	1	2	3	4	
a. I have the equipment and supplies I need to adequately conduct my research.	1	2	3	4	NA
b. I receive regular maintenance/upgrades of my equipment.	1	2	3	4	NA
c. I have sufficient office space.	1	2	3	4	NA
d. I have sufficient laboratory/studio space.	1	2	3	4	NA
e. I receive enough internal funding to conduct my research.	1	2	3	4	NA
f. I receive the amount of technical/computer support I need.	1	2	3	4	NA
g. I have enough office support.	1	2	3	4	NA
h. I have colleagues on campus who do similar research.	1	2	3	4	NA
i. I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
j. I have sufficient teaching support (including T.A.s).	1	2	3	4	NA
k. I have sufficient clinical support.	1	2	3	4	NA

14. Do you currently collaborate, or have you collaborated *in the past three years*, on research with colleagues...

Check all that apply.	Currently collaborate?		Collaborated in the past 3 years?	
	Yes	No	Yes	No
a. In your primary department?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Outside your department, but on the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Off the UW-Madison campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Please indicate whether you have ever served on, or chaired, any of the following committees in your department *in the past three years*.

Check all that apply. Check NA if the statement does not apply to you.	Served in past 3 years?		Chaired in past 3 years?		NA
	Yes	No	Yes	No	
a. Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Faculty search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Curriculum (graduate and/or undergraduate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Graduate admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Diversity committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Please indicate whether you currently hold, or have held *in the past three years*, any of the following positions on the UW-Madison campus.

Check all that apply.	Currently hold?		Held in the past 3 years?	
	Yes	No	Yes	No
a. Assistant or Associate Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Assistant or Associate Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Director of center/institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Section/area head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Principal Investigator on a research grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Principal Investigator on an educational grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other, please explain: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Have you held any of the following leadership positions outside UW-Madison *in the past three years*?

<i>Check all that apply.</i>	Yes	No
a. President or high-level leadership position in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
b. Executive board member in a professional association or organization?	<input type="checkbox"/>	<input type="checkbox"/>
c. President or high-level leadership position in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
d. Executive board member in a service organization (including community service)?	<input type="checkbox"/>	<input type="checkbox"/>
e. Chair of a major committee in a professional organization or association?	<input type="checkbox"/>	<input type="checkbox"/>
f. Editor of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
g. Editorial board member of a journal?	<input type="checkbox"/>	<input type="checkbox"/>
h. Member of a national commission or panel?	<input type="checkbox"/>	<input type="checkbox"/>

18. 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

19. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit? Please answer using the department or unit that you consider to be your primary department or unit.

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I am treated with respect by colleagues.	1	2	3	4
b. I am treated with respect by students.	1	2	3	4
c. I am treated with respect by staff.	1	2	3	4
d. I am treated with respect by my department chair.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g. I am reluctant to bring up issues that concern me about the behavior of my departmental colleagues for fear it might affect my reputation or advancement.	1	2	3	4
h. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
i. In my department, I feel that my research is considered mainstream.	1	2	3	4
j. I feel that my colleagues value my research.	1	2	3	4
k. I have to work harder than my departmental colleagues to be perceived as a legitimate scholar.	1	2	3	4
l. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
m. I feel like I "fit" in my department.	1	2	3	4
n. I feel isolated in my department.	1	2	3	4
o. I feel isolated on the UW campus overall.	1	2	3	4

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

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

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

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

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

Very Negative 1	Negative 2	Mediocre 3	Positive 4	Very Positive 5
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Satisfaction with UW-Madison

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

22. How satisfied are you, in general, with your job at UW-Madison? *Circle one.*

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

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

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

24. If I had it to do over again, I would accept my current position. *Circle one.*

Strongly Agree 1	Somewhat Agree 2	Somewhat Disagree 3	Strongly Disagree 4
---------------------	---------------------	------------------------	------------------------

25. If a candidate for a tenure-track faculty position asked you about your department as a place to work, you would: *Check one.*

- a. Strongly recommend your department as a place to work.
- b. Recommend your department with reservations.
- c. Not recommend your department as a place to work.

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

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

28. Have you considered leaving UW-Madison in the past three years?

- a. Yes —▶ **Go to question 29**
- b. No —▶ **Go to question 32**

29. How seriously have you considered leaving UW-Madison? *Circle one.*

Not very seriously 1	Somewhat seriously 2	Quite Seriously 3	Very seriously 4
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30. What factors contributed to your consideration to **leave** UW-Madison? _____

31. What factors contributed to your consideration to **stay** at UW-Madison? _____

Institutional and Departmental Climate Change

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

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

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

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

33. If you believe climate has changed in one or more of these areas, to what do you attribute these changes?

34. Please indicate your skill levels in each of the following areas as they were in Spring 2003, and as they are now.

<i>Circle one for 2003 and one for 2006.</i>	Spring Semester 2003			Spring Semester 2006		
	No Skill 0	Some Skill 1	High Skill 2	No Skill 0	Some Skill 1	High Skill 2
a. Creating a welcoming environment for faculty and staff in my department.	0	1	2	0	1	2
b. Treating others in my department collegially.	0	1	2	0	1	2
c. Recognizing how my actions affect others.	0	1	2	0	1	2
d. Establishing search procedures to ensure the equitable review of candidates.	0	1	2	0	1	2
e. Establishing search procedures to ensure the equitable hiring of candidates.	0	1	2	0	1	2
f. Creating a welcoming environment for new hires.	0	1	2	0	1	2
g. Mentoring junior faculty.	0	1	2	0	1	2
h. Increasing the visibility of women at UW-Madison.	0	1	2	0	1	2
i. Evaluating tenure cases equitably.	0	1	2	0	1	2
j. Identifying climate issues in my department.	0	1	2	0	1	2
k. Addressing climate issues in my department.	0	1	2	0	1	2
l. Addressing climate issues at UW-Madison.	0	1	2	0	1	2

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.

35-36. 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.

35. How valuable is each program? Please rate on a scale of 1 to 4 (whether or not you have used it).						36. Have you ever used or participated in this program?	
UW-Madison Programs	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Extension of the tenure clock	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
b. Dual Career Hiring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
d. Anna Julia Cooper Postdoctoral Fellowships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
e. Workshops for Search Committees	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
f. Family Leave	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
g. Ombuds for Faculty	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
h. New Faculty Workshops	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
i. Equity in Faculty Salaries Policy	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
j. Women Faculty Mentoring Program	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
k. Committee on Women	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
l. Office of Campus Child Care	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
m. Cluster Hire Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
n. Sexual Harassment Information Sessions	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
o. Vilas Life Cycle Professorships	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
p. Plan 2008 Diversity Initiative	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>
q. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

Never

1 to 2 times

3 to 5 times

More than 5 times

38. 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 for each statement.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Don't Know
	1	2	3	4	
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 more about your family living arrangements and the extent to which faculty at UW-Madison are able to balance their professional and personal lives.

39. What is your current marital or cohabitation status?

- a. I am married or partnered and I live with my spouse/partner. —▶ **Go to question 40**
- b. I am married or partnered, but we reside in different locations. —▶ **Go to question 40**
- c. I am single (am not married and am not partnered). —▶ **Go to question 41**

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

- a. Full-time
- b. Part-time
- c. Not employed
- d. Retired

41. Do you have any children?

- a. Yes —▶ **Go to question 42**
- b. No —▶ **Go to question 43**

42. Living arrangements and ages of children:

<i>For each age range of your child/children, please check the box that most closely describes their living arrangements.</i>	Living With Me Full Time	Living With Me Part Time	Not Living With Me	No Children in Age Range
a. Preschool aged children (ages 0 – 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School aged children (ages 6 – 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Older children (age 19 and older)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

<i>Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. The department communicates 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

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

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

Excellent 1 Very good 2 Good 3 Fair 4 Poor 5

46. How often do you feel:

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

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

- a. Yes → **Go to question 48**
 b. No → **Go to question 49**

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

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

49. Using your own definition of 'burnout', check the item that describes you *most of the time*:

- a. I enjoy my work. I have no symptoms of burnout.
 b. Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.
 c. I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.
 d. The symptoms of burnout that I am experiencing won't go away. I think about frustrations at work a lot.
 e. I feel completely burned out and wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

50. What could be changed about the culture of UW-Madison that would lower the stress on the faculty?

Diversity Issues at UW-Madison

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

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

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

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

53. How much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?

Circle one number on a scale of 1 to 4 for each statement.	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
	1	2	3	4
a. Commitment to diversity is demonstrated in my department.	1	2	3	4
b. Commitment to diversity is demonstrated in my school/college.	1	2	3	4
c. Commitment to diversity is demonstrated at the UW-Madison.	1	2	3	4

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

54. What is your sex?

- a. Male
 b. Female

55. 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: _____

56. What is your sexual orientation?

- a. Heterosexual
 b. Gay/Lesbian
 c. Bisexual

57. Are you a U.S. citizen?

- a. Yes
 b. No

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

59. 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
a. Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU for your time!

Look for results to be posted at <http://wiseli.engr.wisc.edu> in late 2006.

Section 4: Appendices

Appendix 2: List of Departments

Appendix 2. WISELI-defined Science Departments

<u>Division/Department</u>	<u>School/ College*</u>	<u>"Science" Department</u>
Physical Sciences		
Biological Systems Engineering	CALS	Yes
Soil Science	CALS	Yes
Chemical & Biological 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 Leadership & Policy Analysis	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
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