W I S E L I

Women in Science & Engineering Leadership Institute

University of Wisconsin-Madison

Results from the 2010 *Study of Faculty Worklife at UW-Madison*

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Section 1: Survey Implementation Notes

The *Study of Faculty Worklife at UW-Madison* was undertaken as part of the Women in Science & Engineering Leadership Institute's (WISELI) broader effort to support the advancement of women in academic science, medicine, and engineering. Designed as a confidential longitudinal study, the intent of this study is track the workplace experiences of UW-Madison faculty over time. Tracking individual faculty respondents allows maximum flexibility in answering research and evaluation questions related to a number of issues affecting faculty worklife. To date, three waves of this study have been implemented, in 2003, 2006, and 2010. In each wave, all tenured and tenure-track (TT) faculty at UW-Madison are included in the sample, and clinical faculty in the School of Veterinary Medicine (SVM) have always been included in the survey. In some years, additional populations have been part of the survey, either in whole or in part. All *Study of Faculty Worklife at UW-Madison* surveys have been administered as a paper survey mailed to the homes of faculty/staff by the University of Wisconsin Survey Center (UWSC).

Wave 1: 2003

Wave 1 of the *Study of Faculty Worklife* was intended to create a baseline of measurements, from which all future studies could compare. The survey instrument was designed by Susan Lottridge, Jennifer Sheridan, Christine Pribbenow, Jo Handelsman, and Molly Carnes in 2002. Most survey items are original, and are derived from information collected in a series of in-depth interviews of women faculty in the biological and physical sciences at UW-Madison. Originally designed only for biological and physical science faculty, the survey was extended to all faculty at the request of the Office of the Provost, and with funding from that office. Results from Wave 1 are available on the WISELI website.

- 2,221 UW-Madison TT faculty and clinical faculty in the SVM received instruments. 1,338 responded, for a 60.2% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, Office of the Provost, College of Letters & Sciences.
- A random sample of 1,078 UW-Madison Academic Staff members in 6 selected title series (Professor (CHS), Clinical Professor, Scientist, Researcher, Faculty Associate, and Lecturer) received instruments. This was a 50% sample of all Academic Staff in these titles. 513 Academic Staff responded, for a 47.6% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, Office of the Provost, College of Letters & Sciences.

Wave 2: 2006

Wave 2 was almost identical to the Wave 1 faculty version of the survey, allowing pre/post evaluation for several of WISELI's initiatives.

- 2,209 UW-Madison TT faculty and clinical faculty in the SVM received instruments. 1,230 responded, for a 55.7% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, Office of the Provost.

Wave 3: 2010

Wave 3 was an unexpected wave. We expected to survey the faculty only in 2013, at the end of an NIH study in which WISELI is implementing "Bias Literacy" workshops in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) departments. However, the Office of the Provost

asked if we could do a wave in 2010 in order to look at issues of workload, and of tenure experiences of junior faculty. We took advantage of the interest to field a survey, redesigning many of the questions to reflect the changing recommendations for good survey measurement from the UWSC. Because the "Bias Literacy" workshop also includes clinical faculty in the School of Medicine and Public Health (SMPH), we approached the SMPH to inquire about surveying clinical faculty as well. A separate instrument for faculty in the clinical professor and professor (CHS) titles was created, based on the original faculty instrument.

- 2,141 UW-Madison TT faculty received instruments. 1,189 responded, for a 55.5% response rate. This study was sponsored by: National Institutes for Health, WISELI, Office of the Provost, School of Medicine & Public Health.
- 1,124 UW-Madison clinical faculty received instruments. Clinical faculty are those in the Professor (CHS) and Clinical Professor titles, at any rank, and in any School/College at UW-Madison. No sampling of clinical faculty occurred. 560 responded, for a 49.8% response rate. This study was sponsored by: National Institutes for Health (#R01GM088477-02), WISELI, Office of the Provost, School of Medicine & Public Health.

Section 2: Overall Distributions

Study of Faculty Worklife at the University of Wisconsin-Madison, 2010

For the following questions, your **"department"** is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a Center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your promotion home. For all ranks, "faculty" is defined here as anyone who is on the tenure, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

1. In what year were you <u>last</u> hired at UW-Madison as a faculty member? | 2002 (Median)

1a. Was this <u>after January 1, 2006</u>?

38.4% Yes   **61.6%** No ➔ **Go to question 3**

2. Thinking about the hiring process in your department, how satisfied were you with…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …the overall hiring process?	4.3%	4.3%	31.0%	39.6%	15.0%	5.9%
b. …the department's effort to obtain resources for you?	3.7%	10.2%	26.2%	33.7%	17.1%	9.1%
c. …the department faculty's efforts to meet you?	3.2%	5.9%	23.0%	30.0%	21.9%	16.0%
d. …your interactions with the search committee?	1.6%	3.7%	13.9%	21.9%	13.4%	45.5%

3. Do you do research in your position?

41.9% Yes   **58.1%** No ➔ **Go to question 6**

COLLABORATION – We would like to know more about patterns of collaboration among UW-Madison faculty.

4. Thinking about your research collaborations with <u>UW-Madison</u> faculty, currently…	Number of colleagues
a. …how many colleagues in your department do you collaborate with on research?	3.3 (mean)
b. …how many additional colleagues in your department are potential research collaborators?	6.4 (mean)
c. …how many colleagues <u>outside</u> your department do you collaborate with on research?	3.5 (mean)
d. …how many additional colleagues <u>outside</u> your department are potential research collaborators?	9.9 (mean)

5. Thinking about your research collaborations with <u>UW-Madison</u> faculty…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …how satisfied are you with opportunities to collaborate with faculty in your department?	6.9%	13.4%	28.9%	34.9%	15.5%	0.4%
b. …how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison?	7.3%	11.6%	25.4%	37.1%	13.4%	5.2%
c. …how much is interdisciplinary research recognized and rewarded by your department?	9.5%	17.2%	26.7%	36.6%	6.0%	3.4%
d. …how interdisciplinary is your current research?	8.6%	12.1%	28.5%	31.5%	16.4%	3.0%
e. …how mainstream is your current research within your department?	11.6%	15.5%	35.8%	28.0%	5.2%	3.4%

THE PROMOTIONAL PROCESS AT UW-MADISON – We are interested in how faculty experience the process of first promotion, from assistant to associate.

6. Are you an Associate Professor or Professor in your job track?

⌐ **53.3%** Yes **46.7%** No ➜ Go to question 7

6a. Did you receive your first promotion (to Associate) at a university other than UW-Madison?

⌐ **84.0%** No **16.0%** Yes ➜ Go to question 15

6b. Did you receive your first promotion (to Associate) after January 1, 2006?

⌐ **37.1%** Yes **63.0%** No ➜ Go to question 15

7.	Thinking about the promotional process in your department, how well do/did you understand…	Not at all	A little	Somewhat	Very	Extremely	NA
a.	…the criteria for achieving promotion?	18.1%	17.6%	37.3%	15.3%	2.5%	9.2%
b.	…the research expectations for achieving promotion?	17.6%	18.4%	29.5%	14.2%	2.2%	18.1%
c.	…the teaching expectations for achieving promotion?	15.9%	20.9%	30.9%	18.7%	2.8%	10.9%
d.	…the service expectations for achieving promotion?	20.9%	19.2%	32.6%	15.0%	2.0%	10.3%
e.	…the outreach and extension expectations for achieving promotion?	28.1%	18.1%	27.3%	11.4%	2.8%	12.3%
f.	…the clinical expectations for achieving promotion?	17.0%	14.2%	32.9%	21.5%	4.5%	10.0%

8.	Thinking about the promotional process in your department…	Not at all	A little	Somewhat	Very	Extremely	NA
a.	…how satisfied are/were you with the promotion process overall?	13.4%	15.6%	29.3%	12.3%	2.0%	27.6%
b.	…how clearly are/were the criteria for promotion communicated?	16.7%	21.2%	25.6%	14.2%	2.8%	19.5%
c.	…how much are/were your other responsibilities reduced so you could build your research program?	24.5%	9.5%	11.4%	5.9%	0.8%	47.9%
d.	…how supported do/did you feel in your advancement to promotion?	13.7%	20.1%	17.8%	20.9%	4.2%	23.4%
e.	…how consistent are the messages you received from senior colleagues about the requirements for promotion?	15.3%	17.3%	24.0%	15.6%	1.4%	26.5%
f.	…how well does/did the way you do research, teaching, clinical work, and/or service fit with the way they are/were evaluated for promotion?	10.6%	14.8%	26.7%	17.0%	1.1%	29.8%
g.	…how consistent are/were the criteria for promotion with the stated responsibilities of your position at the time of your hire?	17.0%	12.8%	23.1%	18.1%	1.1%	27.9%

9.	In setting a standard of excellence for promotion evaluation in your field, how lax or severe is/was…	Too lax	Somewhat lax	Standard is just right	Somewhat severe	Too severe	NA
a.	…your departmental executive committee?	1.7%	7.2%	25.9%	6.4%	1.1%	57.7%
b.	…your school/college committee?	1.1%	3.6%	24.0%	5.3%	1.1%	64.9%

10.	In applying the standards for promotion in your field, how arbitrary or fair is/was…	Always arbitrary	Mostly arbitrary	Sometimes arbitrary, sometimes fair	Mostly fair	Always fair	NA
a.	…your departmental executive committee?	0.3%	4.7%	11.7%	19.5%	4.2%	59.6%
b.	…your school/college committee?	0.3%	2.5%	11.1%	14.8%	3.9%	67.4%

11. Regarding the promotion process at UW-Madison, how useful are/were the following sources of information:	Not at all	A little	Somewhat	Very	Extremely	NA
a. Your department chair?	17.8%	15.9%	18.7%	14.8%	5.0%	27.9%
b. Official mentors at UW-Madison, within your department?	12.0%	8.6%	14.8%	24.2%	6.7%	33.7%
c. Other mentors at UW-Madison, within your department?	15.3%	10.3%	17.8%	17.8%	5.3%	33.4%
d. Mentors at UW-Madison, outside your department?	23.4%	5.6%	8.1%	8.9%	3.1%	51.0%
e. Mentors outside UW-Madison?	21.2%	6.4%	10.0%	4.7%	0.8%	56.8%
f. Department feedback on your progress?	16.2%	14.8%	19.8%	10.9%	2.5%	35.9%
g. Peers at UW-Madison?	15.6%	14.2%	16.4%	17.0%	2.2%	34.5%
h. Peers outside UW-Madison?	24.5%	9.2%	8.6%	5.6%	0.8%	51.3%
i. Workshops?	23.1%	6.4%	8.4%	3.6%	0.0%	58.5%
j. Websites?	25.6%	7.2%	5.3%	6.1%	0.3%	55.4%
k. Sample dossiers?	18.7%	5.0%	10.0%	8.6%	2.0%	55.7%
l. Other? Please specify: **Top 2: Divisional Cmte, Dept Secretary**	1.4%	0.3%	0.8%	1.1%	1.1%	95.3%

12. Are you on the Clinical Health Sciences (CHS) track?

┌ **57.7%** Yes   **42,3%** No ➔ **Go to question 14**
↓

12a. At any time since you started working at UW-Madison, have you had your promotion clock slowed or stopped for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?

3.3% Yes, within the past year
5.3% Yes, more than a year ago but within the past five years
2.0% Yes, more than five years ago
44.3% No ➔ **Go to question 14**

13. How supportive was your department concerning having your promotion clock stopped or slowed?

Very unsupportive	Somewhat unsupportive	Neither unsupportive nor supportive	Somewhat supportive	Very supportive	Not applicable
3.2%	**3.2%**	**22.6%**	**9.7%**	**48.4%**	**12.9%**

14. What could be done to improve the promotion process for junior faculty at UW-Madison?

> **Top 3 results: (1) Make promotion criteria/policies/expectations/milestones/processes clear, standardized, stable; apply consistently to all candidates; (2) Mentoring, mentoring committees (general); (3) Share criteria/process/timeline early in appointment, at time of hire.**

WORKLOAD—Please answer the following questions about your workload, using as a reference the 2009/10 academic year, running from July 1, 2009 through June 30, 2010. If you are on leave this year, please answer these questions referencing the 2008/09 academic year.

15. In the current academic year, excluding independent studies…	Number of courses
a. …how many courses primarily for undergraduate students did you teach?	0.2 (mean)
b. …how many courses primarily for graduate or professional students, including medical students, did you teach?	1.3 (mean)

16. In the current academic year, have you done clinical teaching in an outpatient setting?

┌ **71.1%** Yes   **28.9%** No ➔ **Go to question 17**
↓

16a. In the current academic year, on average per week, in how many outpatient sessions do you supervise students or residents?	3.3 (mean)	sessions per week

17. In the current academic year, have you done clinical teaching in an inpatient setting?

57.9% Yes   **42.1%** No ➜ **Go to question 18**

17a. Over the current academic year, how many weeks on service will you supervise students or residents?	18.2 (mean)	weeks

18. In the current academic year, how many of each of the following types of advisees do you have?	Number
a. Undergraduate students?	0.6 (mean)
b. Graduate or professional students, including medical students?	3.4 (mean)
c. Postdoctoral associates, residents, or fellows?	4.0 (mean)
d. Informal student advisees?	2.1 (mean)

19. In the current academic year, excluding thesis committees, on how many formal and adhoc committees do you serve?	Number
a. Departmental committees?	1.5 (mean)
b. University, school, divisional, or hospital committees?	1.5 (mean)
c. External committees or boards related to your discipline such as accreditation, editor of a journal, or officer of a professional association?	1.2 (mean)

20. In the past 12 months, how many of each of the following did you submit?	Number
a. Papers for publication in peer-reviewed journals?	1.4 (mean)
b. Papers for presentation at conferences?	1.4 (mean)
c. Books: authored?	0.0 (mean)
d. Books: edited?	0.0 (mean)
e. Chapters in books?	0.5 (mean)
f. Other scholarly or creative works? Please specify: **Top 2: Conference Poster, Presentation**	0.5 (mean)
g. Grant proposals?	0.7 (mean)

21. During an academic year, how many hours is your typical work week?	51.7 (mean)

22. As you think about how you spend your time in an academic year, what percent of your average work week do you spend on each of the following work-related activities?	Percent of time (mean)
a. Teaching (including preparing materials for class, lecturing, clinical teaching, etc.)	15.0 %
b. Meeting or communicating with students outside of courses (office hours, advising, supervising research, writing letters of recommendation, etc.)	3.3 %
c. Scholarship (including writing, attending professional meetings, etc.)	7.3 %
d. Fulfilling administrative responsibilities	10.8 %
e. Fulfilling committee work/University service	2.9 %
f. External paid consulting	0.9 %
g. Clinical work	54.3 %
h. Extension/Outreach activities	2.7 %
i. Other work-related activities; please specify: **Top Response: Research activities (general)**	2.0 %
TOTAL	**100%**

23. In the current academic year, overall, how would you rate the reasonableness of your workload?

Much too light	Too light	Just right	Too heavy	Much too heavy
0.0%	**0.4%**	**47.1%**	**40.4%**	**8.2%**

DIVERSITY & CLIMATE—We would like to know more about how you experience interactions with others in your work environment.

24.	Thinking about interactions with colleagues and others in your department, how often...	Never	Rarely	Sometimes	Often	Very often	NA
a.	…are you treated with respect by colleagues?	0.0%	1.1%	11.3%	31.6%	54.5%	1.6%
b.	…are you treated with respect by students?	0.0%	0.2%	2.5%	25.7%	65.4%	6.3%
c.	…are you treated with respect by staff?	0.0%	0.5%	5.4%	28.6%	63.4%	2.1%
d.	…are you treated with respect by your department chair?	1.3%	4.1%	10.9%	26.1%	48.4%	9.3%
e.	…do you feel excluded from an informal network in your department?	16.8%	30.4%	27.3%	10.4%	10.7%	4.5%
f.	…do your department colleagues solicit your opinion about work-related matters, such as clinical advice, teaching, research, and/or service?	2.0%	8.0%	31.3%	40.5%	16.4%	1.8%
g.	…do you do work that is not formally recognized by your department?	4.3%	16.1%	33.4%	25.0%	16.3%	5.0%
h.	…do you feel isolated in your department?	20.9%	30.5%	28.4%	9.6%	8.0%	2.5%
i.	…do you feel isolated on the UW campus overall?	16.3%	26.1%	25.4%	13.4%	10.2%	8.8%

25.	Thinking about interactions with colleagues and others in your department…	Not at all	A little	Somewhat	Very	Extremely	NA
a.	…how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?	10.2%	8.2%	28.0%	35.0%	13.9%	4.6%
b.	…how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?	11.4%	14.5%	30.9%	26.6%	10.0%	6.6%
c.	…how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?	3.4%	11.8%	26.8%	39.1%	11.8%	7.1%
d.	…how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	27.3%	25.5%	18.8%	12.5%	8.2%	7.7%
e.	…how valued by your colleagues is your research and scholarship?	5.7%	19.5%	29.1%	17.3%	2.1%	26.3%
f.	…how valued by your colleagues is your clinical practice?	2.3%	8.9%	22.3%	43.2%	16.8%	6.4%
g.	… how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate faculty member?	22.7%	14.6%	28.4%	15.9%	8.2%	10.2%
h.	… how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?	8.8%	16.8%	28.2%	31.6%	8.4%	6.3%
i.	…how well do you fit into your department or unit?	2.7%	8.6%	29.1%	43.6%	13.8%	2.3%

26.	Thinking about your participation in the decision-making process in your department, how often…	Never	Rarely	Sometimes	Often	Almost always	NA
a.	…do you have a voice in the decision-making that affects the direction of your department?	7.0%	25.4%	33.9%	22.5%	7.9%	3.4%
b.	…do you have a voice in how resources are allocated?	17.9%	38.4%	24.8%	11.8%	3.2%	3.9%
c.	…do meetings allow all participants to share their views?	1.8%	7.5%	28.8%	35.4%	21.8%	4.8%
d.	…do committee assignments rotate fairly?	3.6%	11.1%	25.5%	24.3%	8.6%	27.0%
e.	…does your department chair involve you in decision-making?	13.4%	23.2%	30.5%	20.5%	5.7%	6.6%

27. At UW-Madison, <u>climate</u> is defined by the Campus Climate Network Group (2002) as *"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."*

These questions are about climate at UW-Madison.	Very negative	Negative	Mediocre	Positive	Very positive	Don't know
a. In my department, the overall climate is….	2.7%	6.6%	19.5%	51.1%	16.6%	3.6%
b. In my department, the climate for <u>women</u> is…..	2.0%	5.4%	14.8%	44.5%	21.4%	12.0%
c. In my department, the climate for <u>faculty of color</u> is…	0.4%	2.0%	11.8%	30.2%	12.3%	43.4%
d. In my school or college, the overall climate is….	0.7%	3.8%	16.1%	44.8%	12.1%	22.5%
e. In my school or college, the climate for <u>women</u> is…..	0.5%	2.3%	13.0%	40.4%	15.0%	28.8%
f. In my school or college, the climate for <u>faculty of color</u> is…	0.5%	1.8%	11.3%	28.0%	9.5%	48.9%

28. Thinking of diversity broadly as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another...

…how much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?	Strongly disagree	Somewhat disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Somewhat agree	Strongly agree
a. Commitment to diversity is demonstrated in my department.	4.3%	6.6%	5.7%	19.1%	17.0%	22.7%	22.1%
b. Commitment to diversity is demonstrated at the UW-Madison.	1.6%	3.8%	5.0%	17.5%	16.1%	32.7%	20.4%
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	0.7%	0.7%	0.7%	16.3%	11.4%	27.3%	40.4%

29. In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?

36.8% Yes   **59.5%** No

30. This academic year at UW-Madison, how often do you…	Less than annually	Annually	Once per semester	Monthly	Weekly	Daily	Never or no mentor
a. …meet with official mentors in your department?	16.8%	22.3%	13.8%	5.4%	2.5%	1.4%	35.5%
b. …meet with other mentors within your department?	18.0%	8.2%	13.2%	10.5%	6.3%	2.1%	38.9%
c. …meet with other mentors outside your department?	20.0%	7.1%	9.1%	7.5%	0.9%	2.9%	50.0%

31. While at UW-Madison, do you feel as though you have received adequate mentoring?

36.4% Yes   **44.5%** No   **16.4%** Not applicable

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.

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

87.5% Never   **5.5%** 1 to 2 times   **0.4%** 3 to 5 times   **1.1%** More than 5 times

33. Thinking about sexual harassment at UW-Madison…	Not at all	A little	Somewhat	Very	Extremely	Don't know
a. …how seriously is sexual harassment treated on campus?	0.9%	1.6%	8.6%	34.8%	19.5%	32.1%
b. …how common is sexual harassment on campus?	4.8%	16.4%	12.7%	4.3%	0.5%	58.9%
c. …how well do you know the steps to take if a person comes to you with a problem with sexual harassment?	7.5%	17.3%	31.8%	20.4%	6.4%	14.5%
d. …how effective is the process for resolving complaints about sexual harassment at UW-Madison?	1.3%	2.1%	6.4%	10.7%	1.4%	75.7%

SATISFACTION WITH UW-MADISON – We want to know more about your satisfaction with UW-Madison as an employer.

34. In general, how satisfied are you…	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
a. …being a faculty member at UW-Madison?	3.2%	10.0%	9.1%	41.3%	34.1%
b. …with your career progression at the UW-Madison?	4.6%	13.4%	17.3%	35.0%	27.0%

35a. What factors _contribute most_ to your satisfaction at UW-Madison?

> **Top 3 responses: (1) Quality of/relationships with faculty; (2) Institutional community/ collegial atmosphere; (3) Teaching opportunities.**

35b. What factors _detract most_ from your satisfaction at UW-Madison?

> **Top 3 responses: (1) CHS/Clinical faculty "second class citizens"; (2) Lack of mentoring/advising; (3) Heavy workload/too many hours/fast pace.**

36. In the last five years, while at UW-Madison, have you received a formal or informal outside job offer that you took to your department chair or dean?

⌐ **12.3 %** Yes   **84.8%** No ➔ **Go to question 38**

37. Has that formal or informal outside job offer(s) resulted in adjustments to…	Yes	No
a. …salary?	30.3%	65.8%
b. …administrative responsibilities?	5.3%	89.5%
c. …teaching load?	4.0%	89.5%
d. …clinical load?	17.1%	77.6%
e. …leave time?	5.3%	89.5%
f. …special timing of promotion clock?	6.6%	89.5%
g. …equipment, laboratory, or research funding?	6.6%	88.2%
h. …employment for spouse or partner?	2.6%	90.8%
i. …other? Please specify: **Top response: Civil treatment/understanding**	6.9%	43.8%

38. In the next three years, how likely are you to leave UW-Madison?

Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
8.9%	**18.6%**	**13.0%**	**25.5%**	**31.1%**

39. To what extent, if at all, have you considered the following as reasons to leave UW-Madison:	Not at all	To some extent	To a great extent	NA
a. To increase your salary?	39.5%	35.5%	15.5%	9.5%
b. To improve your prospects for tenure or promotion?	63.2%	14.8%	7.0%	15.0%
c. To enhance your career in other ways?	27.3%	37.7%	25.0%	10.0%
d. To find a more supportive work environment?	42.9%	26.1%	21.1%	10.0%
e. To increase your time to do research?	64.6%	13.2%	6.4%	15.7%
f. To pursue a nonacademic job?	44.6%	30.2%	12.1%	13.0%
g. To reduce stress?	34.3%	33.2%	23.4%	9.1%
h. To address child-related issues?	62.3%	14.8%	8.0%	14.8%
i. To improve the employment situation of your spouse or partner?	63.4%	16.3%	6.6%	13.8%
j. To lower your cost of living?	77.1%	9.8%	1.8%	11.3%
k. Retirement?	61.4%	16.3%	9.8%	12.5%
l. To adjust your clinical load?	47.1%	31.3%	10.9%	10.7%
m. Other? Please specify: **Top response: Closer to family**	4.8%	1.8%	6.1%	87.3%

40a. Please share any other thoughts about your reasons for <u>staying</u> at UW-Madison.

> **Top 3 responses: (1) City of Madison/State of Wisconsin; (2) Family; (3) Colleagues/collaborators.**

40b. Please share any other thoughts about why you would consider <u>leaving</u> UW-Madison.

> **Top 3 responses: (1) Salary; (2) Workload/hours; (3) Want advancement opportunities.**

41. Thinking about all university, school or college, and departmental resources, how satisfied are you with the <u>resources</u> UW-Madison provides...	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	NA
a. ...to support your <u>research and scholarship</u>?	5.2%	12.3%	16.6%	23.9%	12.7%	29.3%
b. ...to support your <u>teaching</u>?	5.9%	13.4%	16.6%	32.9%	17.9%	13.4%
c. ...to support your <u>clinical work</u>?	6.6%	14.6%	14.5%	35.7%	21.1%	7.5%
d. ...to support your <u>extension or outreach activities</u>?	3.4%	9.1%	20.7%	18.9%	9.1%	38.8%

42. How satisfied are you with your salary?

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
8.4%	**22.7%**	**16.4%**	**37.5%**	**13.0%**

PERSONAL DEMOGRAPHICS—As for the entire survey, 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.

43. What is your sex?   **49.7%**   Male   **50.3%**   Female

44. Are you Hispanic or Latino?   **1.8%**   Yes   **98.2%**   No

45. Please check all the categories that describe your race.

> **1.3%** African American or Black   **89.2%** Caucasian or White
> **8.0%** Asian   **0.0%** Native Hawaiian or other Pacific Islander
> **0.7%** American Indian or Alaskan Native **1.9%** Other; please explain: _____

46. What is your sexual orientation?

> **93.9%** Heterosexual   **2.7%** Gay or Lesbian   **0.9%** Bisexual

47. What is your citizenship status?

> **93.4%** U.S. Citizen   **3.6%** U.S. Permanent Resident **0.9%** Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

48. What is your current title?

> **0.0%** Assistant Professor   **0.0%** Associate Professor   **0.0%** Professor
> **18.8%** Assistant Professor (CHS)   **18.1%** Associate Professor (CHS)   **12.2%** Professor (CHS)
> **27.9%** Clinical Assistant Professor **14.5%** Clinical Associate Professor   **8.6%** Clinical Professor
> **0.0%** Other, please specify_____

49. Which department/unit/section/division did you have in mind when completing this survey?

THANK YOU **for your time! Results will be posted at http://wiseli.engr.wisc.edu/facworklife.php in late 2010.**

Section 3: Executive Summary

The 2010 *Study of Faculty Worklife at UW-Madison*

Executive Summary

Introduction

The *Study of Faculty Worklife at UW-Madison* was undertaken as part of the Women in Science & Engineering Leadership Institute's (WISELI) broader effort to support the advancement of women in academic science, medicine, and engineering[1]. Designed as a longitudinal study, it tracks the workplace experiences of UW-Madison faculty over time, allowing researchers to answer research and evaluation questions related to a number of issues affecting faculty worklife. In this summary, we report results from the clinical and CHS faculty[2] to the 2010 survey.

Methodology

To date, three waves of this study have been implemented, in 2003, 2006, and 2010.[3] In each wave, all tenured and tenure-track (TT) faculty at UW-Madison are included in the sample, and clinical faculty in the School of Veterinary Medicine have always been included in the survey. In 2010, faculty in the Clinical Professor and Professor (CHS) titles (all ranks) from all schools and colleges were also surveyed using an instrument parallel to the TT version. All *Study of Faculty Worklife at UW-Madison* surveys have been administered as a paper survey mailed to the homes of faculty by the University of Wisconsin Survey Center.

The 2010 survey contained nine major sections of question groups: Hiring, Collaboration, the Promotional Process at UW-Madison, Workload, Climate, Diversity, Mentoring, Sexual Harassment, and Satisfaction with UW-Madison.[4] Some sections are new to the study and some contained questions included in previous waves, or modifications of such questions.

Survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race/ethnicity, assistant rank, division)[5]. One variable of import which is not self-explanatory, however, is "Non-Mainstream Research." This is a self-reported measure based on faculty members' assessments of whether their research falls within or outside the mainstream of their respective departments.

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[1] The survey has been funded by: National Science Foundation (#0123666), National Institutes for Health (#R01GM088477-02), Office of the Provost, School of Medicine and Public Health, College of Letters and Science, and WISELI.

[2] In this report, we use the term "clinical faculty", "faculty", or "clinical/CHS faculty" to refer to UW-Madison faculty members who have titles in the Clinical Professor or Professor (CHS) tracks, at any rank and in all schools and colleges. When we use the term "Clinical Professor," we refer to a variable that compares respondents in the Clinical Professor titles to respondents in the Professor (CHS) titles. Responses of Tenured/Tenure-Track professors are not reported here.

[3] For reports detailing the response rates and findings of the 2003 and 2006 waves of the study, please visit WISELI's website (http://wiseli.engr.wisc.edu/facworklife.php).

[4] This Executive Summary's accompanying document, "Results from the 2010 *Study of Faculty Worklife at UW-Madison*", includes a complete copy of the survey instrument, data tables, descriptive summaries of all sections, and variable construction notes. It can be accessed at the WISELI website (http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf).

[5] A detailed description of the construction of all variables is included in the full results report (http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf), Appendix 3.

For quantitative results, we performed t-tests on the group means, and report statistically-significant differences between groups at the $p<.05$ level. For open-ended responses, we coded and tabulated faculty comments, and report the most common responses.

Results
In spring 2010, 1,124 UW-Madison clinical faculty received 2010 wave instruments. Clinical faculty are those in the Professor (CHS) and Clinical Professor titles, at any rank, and in any school/college at UW-Madison. No sampling of clinical faculty occurred. 560 responded, for a 50% response rate.

Differential Response by Demographic Characteristics
At 50%, the response to the clinical/CHS version of the 2010 *Worklife* survey is lower than the response rate of 56% for the Tenured/Tenure-track (TT) faculty version. As with the TT version, Women clinical faculty were more likely than Men to respond, and Faculty of Color were less likely to respond than were Majority faculty.

Most clinical faculty are in the School of Medicine & Public Health (SMPH), although some are found in almost every school/college, and in some social science disciplines. Clinical faculty in the SMPH had lower response rates than clinical faculty elsewhere at UW-Madison. In addition, those at the "Assistant" rank had lower response rates than faculty who had been promoted at least once. There was little difference in response rates of clinical faculty at the associate or full professor levels. Faculty in the Professor (CHS) track were more likely to respond than faculty in the "Clinical Professor" track.

Hiring
Overall, faculty members were somewhat to very satisfied with their hiring experience at UW-Madison. They were least satisfied with their department's efforts to obtain resources for them, and were most pleased with their interactions with search committees.

We found one gender difference in this section, in that Women faculty were less satisfied with their departments' efforts to obtain resources for them at the time of hire. Faculty who are Non-US Citizens were less satisfied overall, and specifically with their department's efforts to meet them and in their interactions with their search committees. Additionally, faculty from the Social Studies division were less satisfied with their departments' efforts to meet them during the hiring process.

Collaboration
Those clinical/CHS faculty who engage in research activities were somewhat satisfied with their opportunities for research collaborations both within and outside their departments. The group as a whole reports that their research is somewhat interdisciplinary, and that interdisciplinary research is only somewhat recognized and rewarded by their departments.

The experiences of Women and Non-Mainstream faculty were similar in a number of ways in this area. In three areas examined in the survey (collaboration within and outside of their departments, and outside of UW-Madison), Women and Non-Mainstream clinical faculty engaged in fewer research collaborations with colleagues, perceived fewer potential collaborators in each realm, and used their networks less effectively[6] than their comparison groups (but the difference was only significant in one instance). There were no gender differences in levels of satisfaction with opportunities to collaborate, but Non-Mainstream faculty were less satisfied at the departmental level and felt that their interdisciplinary work was less recognized and rewarded than the comparison group of faculty doing Mainstream research. In contrast, Faculty of Color and Non-US Citizen faculty had more collaborators in all areas and used their networks

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[6] We defined "network utilization" as the ratio of actual collaborators to potential collaborators.

more effectively. Additionally, Faculty of Color were more satisfied with their opportunities for collaboration both within and especially outside of their departments.

Promotional Process at UW-Madison
In general, the CHS and clinical faculty at UW-Madison reported understanding the criteria for achieving promotion only a little, and were only somewhat satisfied with the experience overall. The faculty generally believed that departmental and school or college committees set standards of excellence for promotion at an appropriate level and were mostly fair in applying these standards.

There were very few differences between Faculty of Color and Majority faculty regarding the promotional process overall. The experiences of Women faculty were consistently more negative for many measures in this section compared to Men. This lower level of satisfaction extended to a variety of questions in the promotional process, including such areas as the clarity of general and specific expectations and criteria for promotion, feeling unsupported during the process, and believing that the criteria applied during the promotion process were not consistent with their stated responsibilities at time of hire.

Figure 1. Selected Means, Promotion Items

* Indicates significant t-test, *p*<.05, with comparison group. E.g., Women vs. men, Faculty of Color vs. Majority faculty, Clinical vs. CHS faculty, Assistant rank vs. Associate/Full Rank. Higher values indicate higher levels of satisfaction, support, severity, and fairness.
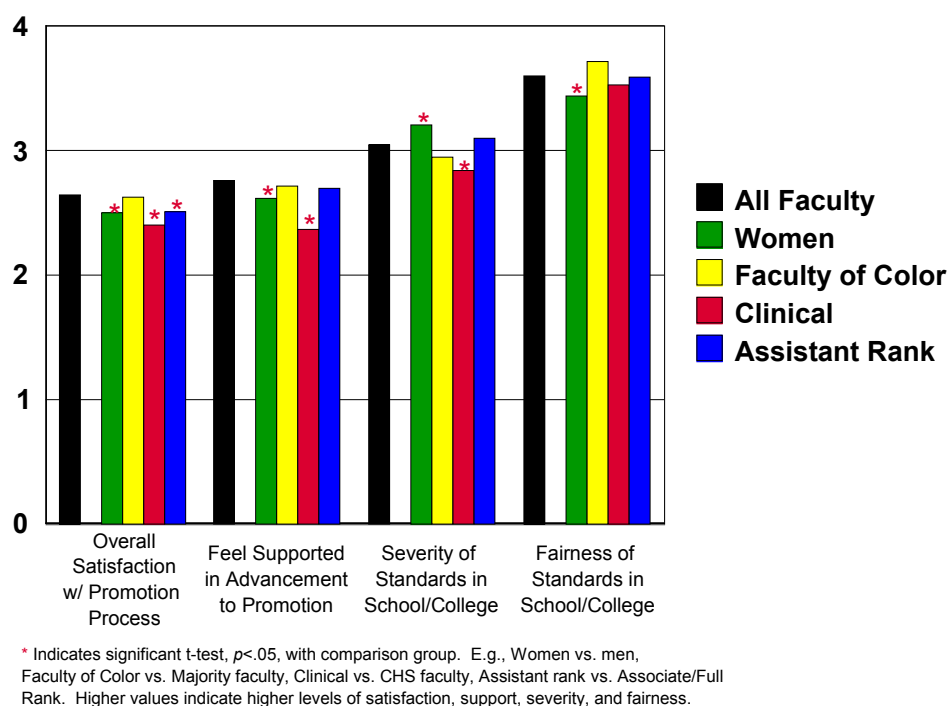
When considering the severity of the standards of excellence for promotion that departmental and school or college committees set *and* the extent to which they applied them fairly, Women faculty believed their departmental and school or college committees set standards that were somewhat or too severe and applied them arbitrarily. Clinical Professors also reported that their school or college committees were somewhat or too severe in setting a standard of excellence, compared to their Professor (CHS) peers. Additionally, faculty members with Multiple Appointments were more likely than those with Single Appointments to report that their departmental committees applied promotional standards arbitrarily.

In the final question for this section, we asked faculty members in an open-ended question what UW-Madison could do to improve the promotion process for junior faculty. The most common suggestions

related to making the criteria and processes for promotion clear, stable, and explicit; communicating these criteria and processes to faculty very early in their appointments; and the use of mentoring or mentoring committees. A noticeable proportion of the respondents for this item noted that promotion had never been discussed with them, that they were unaware of any specific promotion process, or had no idea how the process worked.

Workload
In this section, we explored the distribution of academic activities and work across different faculty groups at UW-Madison. The clinical/CHS faculty reported working an average of about 52 hours per week, spending the most time on clinical work, teaching, and administrative tasks. The faculty felt that their workload is somewhat but not excessively heavy.

We found differences in responses from various groups throughout this section. For example, Clinical Professors and Assistant Rank faculty taught fewer graduate and professional courses than their comparison groups. Additionally, these groups performed less clinical inpatient and outpatient teaching in the last year, spent fewer weeks on service supervising students and residents, and had fewer postdoctoral fellows and informal advisees. Women, Clinical Professors, and Assistant Rank faculty performed less internal service activity and less board service activity. Faculty of Color reported serving on fewer departmental committees. Among the divisions, Social Studies faculty served on fewer internal committees but more external boards compared to Biological Sciences faculty.

Regarding academic productivity in the last year, clinical/CHS faculty focused on producing journal articles, conference papers and presentations, and grant proposals more than other kinds of research productivity. Women faculty produced a significantly lower number of conference papers and presentations compared to Men; however, this difference was related to women's overrepresentation in the Clinical Professor track (clinical professors do not typically have research duties). In the divisions, Social Studies faculty produced fewer articles, conference papers or presentations, and book chapters. Clinical Professors and Assistant Rank faculty also produced fewer articles, conference papers, and other creative or scholarly works than their comparison groups. However, while Clinical Professors wrote significantly fewer grant proposals than those in the Professor (CHS) titles, Assistant Rank faculty wrote more of this type than faculty of other ranks.

Regarding workload and perception of its heaviness, we saw with interest that Women faculty work significantly less hours per week than Men faculty (49 vs. 54 hours) but also reported that their workload is too heavy in comparison—a finding similar to that found in the TT results. We also saw that Clinical Professors and Assistant Rank faculty work fewer hours in a week than their comparison groups, but there was no difference in perceived heaviness of workload for these groups.

Climate[7]
In this section, we asked faculty to assess their interactions with colleagues and others in their departments; to provide their levels of satisfaction with those interactions; and to gauge the overall climate, the climate for Women, and the climate for Faculty of Color at the department and school or college levels.

The faculty as a whole reported a fairly positive climate in terms of their personal experiences. For example, they felt they were often treated with respect by others in their departments, including colleagues, students, staff, and their chairs. They reported relatively positive interactions such as feeling

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[7] Climate is defined by the Campus Climate Network Group (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

that they were solicited for their opinion on work-related matters and that their research and scholarship were usually valued by their colleagues. Additionally, the group felt that they were a good fit in their departments, and only rarely felt isolated in their departments or on the campus at large (though somewhat more frequently at the campus level.) In thinking about their voice in departmental decision-making processes, the faculty felt that they had a voice and that all meeting participants were able to participate. However, they did report that they rarely had a voice in their department's resource allocation activities.

We also asked the faculty to rate the experience of climate for others. The faculty felt that the climate in their departments is generally positive, and the climate at the school or college level is also positive (but less so than in the department). They reported that the climate for Women and the climate for Faculty of Color were positive at both levels.

Looking to differences among the faculty, we saw that the climate scores for some faculty were consistently more negative than that of their comparison groups. Women faculty were less satisfied with climate on all measures for the 2010 survey, significantly so for most. Additionally, Faculty of Color show a few significant differences on some measures, including being treated with less respect by staff in their departments, feeling less able to navigate unwritten rules, and feeling that they have to work harder to be perceived as a legitimate scholar. Faculty who are Non-US Citizens reported being treated with more respect by their department chairs, being less likely to do work that is not recognized or rewarded by their departments, feeling that their research and scholarship were valued more, and perceiving the climate overall to be more positive at both levels (though not significantly) than faculty who are US Citizens. Assistant Rank faculty felt that they had less voice in their department's decision-making processes and resource allocation. This group also perceived a significantly more positive climate for Women at the school or college level.

Figure 2. Selected Means, Climate Items
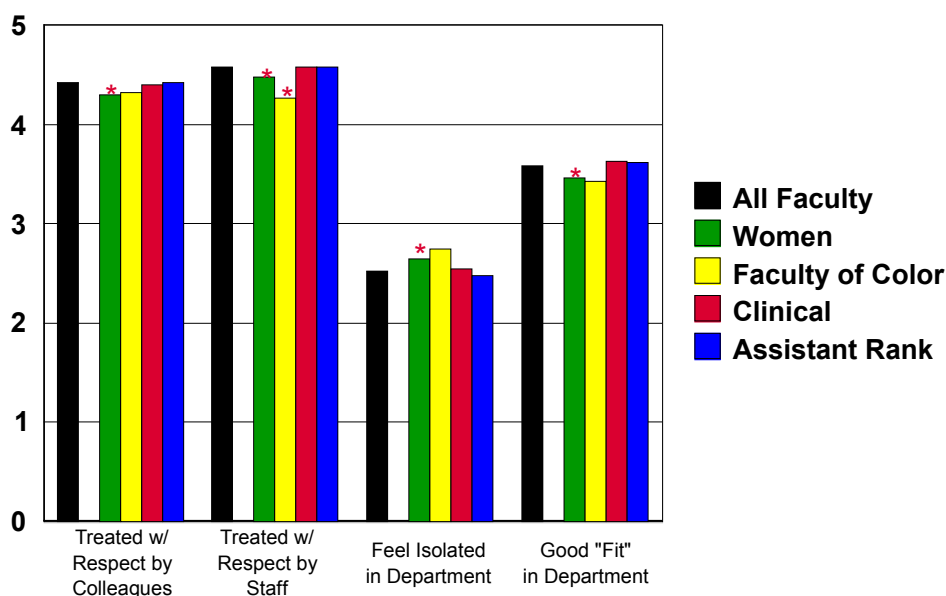
* Indicates significant t-test, *p*<.05, with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Clinical vs. CHS faculty, Assistant rank vs. Associate/Full Rank. Higher values indicate higher levels of respect, isolation, value of research, "fit".

Diversity[8]
In this section we asked the faculty a series of questions regarding the demonstrated commitment to diversity in their departments and at UW-Madison, their personal commitment to increasing diversity at the institution, and if they had taken intentional actions to increase diversity in the 6 months prior to completing the survey. Overall, the faculty agreed slightly that commitment to diversity is demonstrated at both the departmental and campus levels (more so at the campus level), but agreed more strongly that they were personally committed to increasing diversity among faculty, staff, and students. A minority (about 38%) indicated that they had intentionally engaged in an action intended to increase diversity.

Women and Faculty of Color perceived significantly less demonstrated commitment to diversity at both the department and university levels than did other faculty. However, there was no difference between Women and Faculty of Color and their comparison groups in terms of personal commitment to increasing diversity on the campus or in engaging in intentional actions to increase diversity. Faculty in the Social Studies division were more personally committed to increasing diversity on the campus, and had engaged in more actions toward that end than Biological Sciences faculty. Additionally, Assistant Rank faculty engaged in fewer actions intended to increase diversity than Associate or Full Rank faculty.

Mentoring
In this section, we asked faculty members how often they met with their mentors, inside and outside of their departments in the academic year. One average, faculty members met with their official departmental mentors about 12 times, but with other departmental mentors and mentors outside their departments between 21 and 25 times. Between one-third and one-half of the faculty reported that they had not met with a mentor in each of the three categories we addressed: official department mentor, other department mentors, and mentors outside the department. Moreover, less than half of the faculty (about 45%) felt that they received adequate mentoring while at UW-Madison.

We did not find any gender differences among the CHS and Clinical Professors in terms of their participation in mentoring, but Women faculty were less likely to report that they received adequate mentoring at UW-Madison. Faculty of Color met with significantly fewer mentors outside their departments, and were also more likely (though not significantly) to say that they never met with mentors. Despite this, Faculty of Color were more likely (but again, not significantly) to report that they received adequate mentoring. Finally, Clinical Professors were far more likely to say that they never met with any kind of mentor within or outside of their departments, but do not report any less satisfaction with their mentoring experience.

Sexual Harassment[9]
This section was designed to determine the extent to which faculty had experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-Madison campus. A small proportion (7%) of the faculty reported having experienced at least one harassment incident, with an average of 3 incidents. Overall, the faculty who responded to the item felt that sexual harassment is taken very seriously at UW-Madison and that it is a little to somewhat common experience on campus.

A higher percentage of Women faculty (approximately 10%) reported that they had experienced sexual harassment than Men faculty (about 5%). Gay/Lesbian faculty members reported experiencing a higher (but not significant) rate of harassment than Heterosexual/Bisexual faculty, but report significantly fewer

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[8] In the survey instrument, diversity was defined broadly as "race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another."
[9] 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, and creates an intimidating, hostile, or offensive work or learning environment.

incidents overall. Faculty of Color reported fewer incidents of harassment and felt more sure about what steps to take if a person came to them with a problem of sexual harassment. In this wave of the survey, Social Studies faculty did not report experiencing sexual harassment. Assistant Rank faculty, compared to faculty of other ranks, felt that sexual harassment is less common on the UW-Madison campus and were less sure of what steps to take if an incident should occur.

Notably, both Women faculty and Assistant Rank faculty were significantly more likely to report that they did not know how seriously sexual harassment is treated on the campus, how common it is, what steps to take, or how effective those steps may be. Clinical Professors were also more likely than CHS Professors to report that they do not know the effectiveness of the procedures for resolving sexual harassment complaints.

Satisfaction with UW-Madison

This section of the survey asked clinical/CHS faculty to evaluate their degree of satisfaction with their jobs, career progression at UW-Madison, resources provided by the institution, and salaries. In addition, we asked the faculty to report if they received any outside job offers, whether and how seriously they had considered leaving the institution, and for what reasons they would leave.

As a whole, faculty members reported that they were somewhat satisfied with their jobs and their career progression at UW-Madison, and were neither dissatisfied nor satisfied with resources provided to support various aspects of their work. They were neither dissatisfied nor satisfied with their salaries. When asked what factors contributed most to their job satisfaction, faculty reported that their colleagues, specific aspects of their jobs (such as opportunities for leadership), and good climate in their units were the most important factors. They identified climate in the unit as the primarily factor detracting from their satisfaction, and cited workload issues and lack of resources as additional factors of job dissastisfaction.

Figure 3. Factors Contributing Most to Faculty Satisfaction
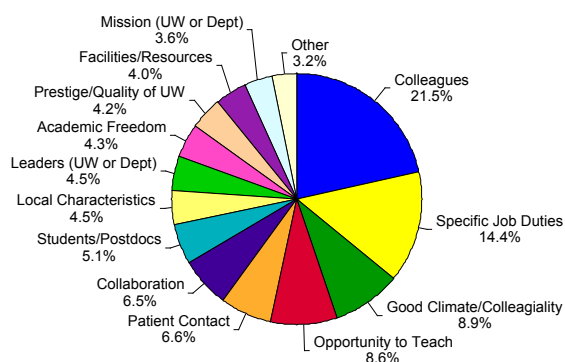
Figure 4. Factors Detracting Most From Faculty Satisfaction
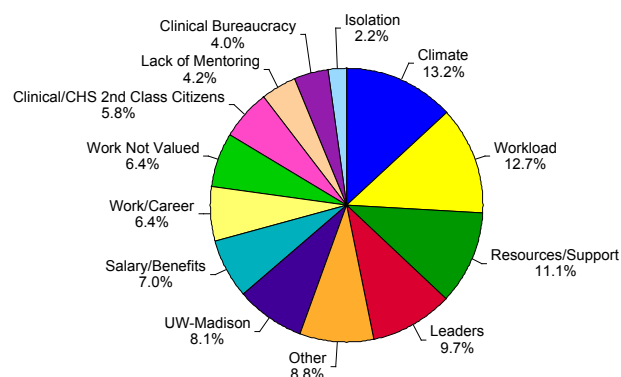
Assessing the potential for leaving the institution, faculty reported that they are neither likely nor unlikely to leave UW-Madison in the next three years. Additionally, only a small proportion (about 13%) of the clinical/CHS faculty reported having received an outside job offer in the last five years. For those who received an offer, the most common adjustments offered in response were in salary, clinical load, and other areas defined by the faculty.

In reporting their reasons for staying at UW-Madison, the faculty most commonly cited local characteristics (e.g., City of Madison), their colleagues and collaborators, and personal factors such as family. When discussing reasons for which they would consider leaving UW-Madison, the most common factor was simply "salary," followed by reduced workloads and demands, and a desire for a change, challenge, or new opportunities.

Among different faculty groups, Women faculty were less satisfied overall at UW-Madison. There were few significant differences in satisfaction according to race and ethnicity. Faculty who are Non-US Citizens were more satisfied overall with being a faculty member than faculty who are US Citizens. Additionally, Assistant Rank faculty reported being less satisfied with their career progression than Associate or Full Rank faculty.

Faculty from the Social Studies departments were the most likely to consider leaving UW-Madison in the near future.

Conclusions and Future Research

Findings from the clinical/CHS faculty version of the *2010 Study of Faculty Worklife* survey illustrate the very different experiences that faculty in the Clinical Professor and Professor (CHS) titles at UW-Madison have, compared to their Tenured/Tenure-Track (TT) counterparts. Although not explicitly contrasted in this study, the differences were so great that separate analyses of the clinical and TT results were necessary. A future report will focus specifically on the School of Medicine and Public Health (SMPH), and make direct comparisons among the three tracks in that one school.

Some findings that might be explored in much more depth include the stark differences in attitudes about the promotional process; in particular, what the Clinical Professors find problematic about the transition to the associate rank compared to their CHS Professor peers. The concerns about heavy workloads that Clinical Professors and CHS Professors reported (especially in open-ended items), compared to the relative lack of such concern among TT faculty in the Biological Sciences, could be an area of future study. Addressing the reasons why clinical Faculty of Color report not being treated with respect by UW-Madison and/or Hospital staff could greatly improve the climate experience of this group. Finally, the issue of mentoring for clinical faculty should be explored more fully, as more than half of all respondents reported that they were not receiving adequate mentoring (compared to less than 30% of TT faculty.)

The *Study of Faculty Worklife* is an extraordinary longitudinal data source, which can answer many questions about faculty perceptions of their workplace, and correlations between these perceptions and important career outcomes such as productivity, attrition, and satisfaction. We intend to continue fielding the study for both TT and clinical faculty, with the next wave planned in 2013.

Section 4: Detailed Results by Topic

Section 4: Detailed Results by Topic

A. Response Rates & Analysis Plan

This section reports and comments on the response rates to the survey. A summary of the analysis plan and independent variables used in the reporting of the survey data is also included.

Response Rates Summary

Differential Response by Demographic Characteristics
At 49.8%, the response to the Clinical/CHS version of the 2010 *Worklife* survey is lower than the response rate for the Tenured/Tenure-track (TT) faculty version. As with the TT version, women clinical faculty were more likely than men to respond, and faculty of color were less likely to respond than were majority faculty.

Most clinical faculty are in the School of Medicine & Public Health (SMPH), although some are found in almost every school/college, and in some social science disciplines. Clinical faculty in the SMPH have lower response rates than clinical faculty elsewhere in the UW-Madison. In addition, newer clinical faculty, those at the "Assistant" rank, have lower response rates than faculty who have been promoted at least once. There was little difference in response rates of clinical faculty at the associate or full professor levels. Faculty in the CHS track were more likely to respond than faculty in the "clinical professor" track.

Analysis Plan
In the summaries and tables that follow, we report the mean responses for most quantitative items in the survey, as well as codebooks for the open-ended items. Each item is analyzed using a variety of variables, detailed below. T-tests are performed to ascertain statistically-significant differences between groups at the *p*<.05 level. Such differences are noted in the summary text for each section.

Construction of Analysis Variables for 2010 Study of Faculty Worklife
We use the following variables when analyzing data from the *2010 Study of Faculty Worklife*. These variables have been created based on experience with previous surveys and the typical comparisons requested by various groups.

- **Women vs. Men**. Gender is noted based on self-report from the survey, or from visual identification based on public websites.
- **Faculty of Color vs. Majority Faculty**. Race and ethnicity is self-reported in the survey. Those who checked the box for African American/Black, Asian, Native Hawaiian or other Pacific Islander, and/or American Indian or Alaskan Native *and* are US Citizens (but not other citizenship statuses) are included as Faculty of Color. Those who self-identify as Caucasian or White, or who indicated that they are not US Citizens on the survey, are coded as Majority Faculty.
- **US Citizen vs. Not US Citizen.** Citizenship status is self-reported in the survey. Those who indicate they are US Permanent Residents or Non-Resident Aliens are counted as Not US Citizens.
- **Gay/Lesbian vs. Bi/Heterosexual.** Sexual orientation is self-reported in the survey. This variable is used only for the section on Sexual Harassment.
- **Division.** Respondents are assigned to one of four divisions based on their departmental affiliation. The department entered on the survey is used if provided; if not, the respondents' major department is used. The four divisions are: Biological Science, Physical Science, Social Studies, and Arts & Humanities. A detailed list of departments corresponding to each division is included in Appendix 2. Almost all Clinical/CHS faculty are in a Biological Science department or unit, although a few are in Social Studies units (e.g., School of Nursing, School of Law.)
- **CHS vs. Clinical Faculty.** For respondents who responded to the Clinical version of the survey, this flag indicates whether they are in a Professor (CHS) title (any rank), or a Clinical Professor title (any rank.) The title entered on the survey is used to determine CHS/Clinical status, and is verified against actual title.
- **Assistant Rank vs. Associate or Full Rank.** For clinical faculty, indicates whether respondent is at the Assistant rank, or at the Associate/Full/Senior/Distinguished rank within the clinical faculty track. The rank entered on the survey is used to determine Assistant vs. other status, and is verified against actual rank.

- **Multiple Appointments vs. Single Appointment.** UW data are used to determine if the faculty member has a non-zero appointment in more than one department. This question was not asked on the survey.
- **Non-Mainstream Research vs. Mainstream Research.** Respondents who said that their current research is "Not at all", "A little", or "Somewhat" in the mainstream of their departments (item 4e on the TT version or 5e on the clinical version) is coded as doing "Non-Mainstream Research." Respondents who reported that their current research is "Very" or "Extremely" in the mainstream of the department are coded as doing "Mainstream Research."

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

	Tenure-Track Faculty			Clinical Faculty			Full Sample		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Surveys Mailed	1,498	660	2,158	643	489	1,132	2,141	1,149	3,290
Ineligible Respondents	16	1	17	6	2	8	22	3	25
Completed Surveys Returned*	783	404	1,189	279	281	560	1,062	685	1,749
Response Rate	52.8%	61.3%	55.5%	43.8%	57.7%	49.8%	50.1%	59.8%	53.6%

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

Table RR4. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Clinical/CHS Faculty Only, Selected Characteristics

Demographic Variable	Respondents N	Respondents Percent	Non-Respondents N	Non-Respondents Percent
Division (Individual)				
Biological Sciences	521	49.2%	539	50.8%
Social Studies	36	58.1%	26	41.9%
Division (Departmental)*				
Biological Sciences	522	49.2%	540	50.8%
Social Studies	36	58.1%	26	41.9%
School/College*				
L&S	11	57.9%	8	42.1%
LAW	11	50.0%	11	50.0%
MISC	18	62.1%	11	37.9%
NURS	18	58.1%	13	41.9%
PHARM	18	69.2%	8	30.8%
SMPH	459	48.3%	492	51.7%
VETMED	23	50.0%	23	50.0%
Science Department*				
Science	519	49.0%	540	51.0%
Non-Science	39	60.0%	26	40.0%
Rank				
Assistant Professor	287	43.7%	370	56.3%
Associate Professor	165	57.3%	123	42.7%
Professor	107	59.8%	72	40.2%
Title Series				
CHS	271	54.1%	230	45.9%
Clinical	284	45.9%	335	54.1%
Gender				
Male	279	43.8%	358	56.2%
Female	281	57.7%	206	42.3%
Faculty of Color				
Faculty of Color	45	44.6%	56	55.4%
Majority Faculty	489	50.9%	472	49.1%
Citizenship				
U.S. Citizen	542	50.3%	536	49.7%
Not U.S. Citizen	18	39.1%	28	60.9%
Multiple Appointment				
Yes	29	61.7%	18	38.3%
No	528	49.0%	549	51.0%

* See Appendix 2 for definitions.

Section 4: Detailed Results by Topic

B. Hiring Process

Questions in this section aimed to examine CHS/Clinical faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively. Only faculty who were hired (with or without tenure) after January 1, 2006 are included in this section.

Hiring Process Summary

Hiring Process Summary
This section of the survey was originally designed to look for gender differences in the experience of the hiring process at UW-Madison for faculty, and has since been adapted to capture faculty members' level of satisfaction with their experience. One gender difference was found. We also saw two significant differences in the hiring experience according to citizenship status and one between the divisions.

Satisfaction with the UW-Madison during hiring process
We provided faculty respondents with a number of statements about their experience of the hiring process at UW-Madison, and asked them to indicate how satisfied they are, ranging from "Extremely", "Very", "Somewhat", "A little", and "Not at all" with each of four hiring elements. An "NA" category was also supplied, which we coded as missing data.

Results are presented in Table H1b. Overall, CHS/Clinical faculty members are somewhat to very satisfied with their hiring experience (mean score of 3.60). The lowest level of satisfaction for the whole group came with their department's efforts to obtain resources for them (mean score of 3.55), and they are most pleased with their interactions with search committees (mean score of 3.76). One significant difference was found according to gender, in that Women faculty members are less satisfied with their departments' efforts to obtain resources for them than Men faculty (mean score of 3.41 versus 3.74). Faculty who are Not US Citizens are significantly less satisfied with department members' efforts to meet them (mean score of 2.91 versus 3.79) and with search committee interactions (mean score of 2.67 versus 3.87) than US Citizen faculty.

Table H1b. Satisfaction with the Hiring Process, New Faculty Hired 2006-2010. Clinical/CHS Faculty Only

Thinking about the hiring process in your department, how satisfied were you with…..

	N	The overall hiring process		The department's effort to obtain resources for you?		The department faculty's efforts to meet you?		Your interactions with the search committee?	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	176	3.60	(0.96)	3.55	(1.05)	3.73	(1.05)	3.76	(1.00)
Women	100	3.55	(0.89)	3.41	(1.07) *	3.66	(1.11)	3.73	(0.91)
Men	76	3.67	(1.05)	3.74	(0.99)	3.83	(0.95)	3.79	(1.08)
Faculty of Color	22	3.73	(1.03)	3.67	(1.20)	3.90	(0.97)	4.00	(1.13)
Majority Faculty	156	3.58	(0.95)	3.53	(1.03)	3.70	(1.06)	3.72	(0.98)
Not US Citizen	13	3.38	(0.51)	3.42	(0.79)	2.91	(1.30) *	2.67	(1.12) *
US Citizen	165	3.62	(0.99)	3.56	(1.07)	3.79	(1.00)	3.87	(0.92)
Biological Science	163	3.60	(0.98)	3.60	(1.04)	3.79	(1.01)	3.76	(1.02)
Social Studies	12	3.67	(0.78)	3.08	(1.00)	3.08	(1.31) *	4.00	(0.63)
Clinical	89	3.58	(0.98)	3.54	(1.06)	3.59	(1.11)	3.75	(0.98)
CHS	88	3.63	(0.95)	3.58	(1.03)	3.91	(0.95)	3.80	(1.04)
Assistant Rank	145	3.55	(0.97)	3.55	(1.04)	3.75	(1.04)	3.71	(1.01)
Associate or Full Rank	33	3.84	(0.92)	3.58	(1.09)	3.65	(1.08)	3.95	(0.95)
Multiple Appointments	8	3.29	(1.38)	3.00	(1.53)	3.00	(1.26)	3.33	(1.15)
Single Appointment	169	3.62	(0.95)	3.59	(1.02)	3.77	(1.03)	3.79	(1.00)
Non-Mainstream Research	57	3.67	(0.81)	3.52	(1.01)	3.65	(0.99)	3.70	(1.10)
Mainstream Research	23	3.57	(0.99)	3.95	(0.95)	3.95	(0.95)	3.87	(1.06)

* Significant difference at *p*<.05.

Section 4: Detailed Results by Topic

C. Collaboration

This section included questions about research collaborations among UW-Madison CHS/Clinical faculty. We asked about collaborations with colleagues both within and outside their departments, satisfaction with their collaborative efforts, and about interdisciplinarity.

Collaboration Summary

Research Collaboration Summary
This section of the survey was designed to capture both the quantity and quality of CHS/Clinical faculty members' research collaborations with others on the campus, and to gauge how they feel their research is perceived by their departments. In previous waves of the Survey, questions about collaboration simply asked whether faculty members currently were or had collaborated in the past as a part of their professional activities. We have also expanded this section to take a deeper look at the extent to which faculty members are taking advantage of their professional networks with respect to research, and the "payoff" for these activities. We also limited the questions to collaborators only on the UW-Madison campus, removing questions about off-campus connections that had been included in previous years. Overall, we found very few significant differences across the different faculty groups for this section.

Quantity and quality of research collaboration among clinical faculty
To investigate the extent to which UW-Madison CHS/Clinical faculty are making use of their professional networks and engaging in interdisciplinary work, we asked detailed questions about the type and nature of research collaboration on the campus. We asked faculty members to report about their collaborations within their primary departments and on the UW-Madison campus overall, providing the numbers of current collaborators and *perceived potential* collaborators, and then the numbers of current and *perceived potential* collaborators from outside their department. We then asked faculty members to share their level of satisfaction with opportunities for intra- and inter-departmental research collaboration, how much they feel interdisciplinary research is recognized and rewarded by their department, how interdisciplinary their own current research is, and how mainstream that current research is within the primary department. The levels of for these questions ranged from "Extremely", "Very", "Somewhat", "A little", and "Not at all" with each of five hiring elements. An "NA" category was also supplied, which we coded as missing data.

Research collaboration results are reported in tables C1b and C2b. In general, clinical faculty members collaborate with an average of 3.35 peers in their primary departments and report an average of 6.41 potential collaborators within that same department. The group as a whole also reports having an average 3.45 collaborators external to their department, and an average of 9.85 potential partners beyond that. If we analyze these data to uncover the extent to which faculty are taking full advantage of their research collaboration possibilities, the group as a whole uses slightly more than one-third of the total potential, taking more advantage of working opportunities with those from within their department (39.95%) than with those from outside the department (33.36%). Comparing the numbers of collaborations according to group, we found few significant differences. Women faculty members have fewer collaborators overall, and significantly fewer in their departments than Men faculty members (mean score of 2.94 versus 3.66). Additionally, Clinical faculty members report having significantly fewer collaborators outside their departments (average of 2.48 versus 3.78) and therefore at the UW in total (average of 5.41 versus 7.26) compared to CHS faculty.

Looking to the nature of the research collaborations, the CHS/Clinical faculty are somewhat satisfied with their opportunities for collaboration within (mean score of 3.39) and outside (mean score of 3.40) their departments. As with the previous section, only a few significant differences were found between the different faculty groups. Faculty members of Color are more satisfied with their opportunities to collaborate outside of their departments, in comparison to Majority Faculty members (mean score of 3.89 versus 3.34). Assistant Rank faculty members are significantly less likely to say that their research is not in the mainstream of their departments compared to Associate or Full Rank faculty members (mean score of 2.82 versus 3.11). Finally, we saw that Non-Mainstream faculty members are less satisfied with collaboration opportunities in their departments (mean score of 3.20 versus 3.70) and are less likely to say that interdisciplinary research is recognized and rewarded by their departments (mean score of 3.01 versus 3.35) compared to Mainstream faculty members.

Table C1b. Number of Collaborators, Clinical/CHS Faculty Only

Thinking about your research collaborations with UW-Madison faculty, currently…..

	N	Number of Collaborators in Department		Number of Potential Collaborators in Department		Utilization of Dept. Collaborators		Number of Collaborators at UW (not in Dept.)		Number of Collaborators at UW (not in Dept.)		Utilization of UW (Non-Dept.) Collaborators		Number of Collaborators at UW (Total)		Number of Collaborators at UW (Total)		Utilization of UW (Total) Collaborators	
		Mean	Std. Dev.	Mean	Std. Dev.	Percent	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Percent	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Percent	Std. Dev.
Total	231	3.35	(2.77)	6.41	(7.57)	39.95%	(25.49)	3.45	(3.92)	9.85	(13.48)	33.36%	(24.67)	6.79	(5.17)	15.06	(17.07)	37.90%	(20.25)
Women	100	2.94	(2.37) *	5.37	(6.88)	42.06%	(28.15)	3.15	(3.14)	9.77	(14.02)	32.31%	(26.26)	6.08	(3.96)	14.29	(16.03)	38.34%	(22.47)
Men	131	3.66	(3.00)	7.16	(7.98)	38.48%	(23.46)	3.68	(4.42)	9.91	(13.14)	34.17%	(23.49)	7.33	(5.90)	15.64	(17.88)	37.59%	(18.61)
Faculty of Color	19	3.42	(2.76)	6.68	(6.84)	41.44%	(23.26)	4.26	(3.40)	7.47	(7.43)	41.92%	(27.54)	7.68	(3.84)	12.53	(10.70)	45.12%	(22.28)
Majority Faculty	211	3.34	(2.78)	6.39	(7.68)	39.83%	(25.81)	3.38	(3.97)	10.14	(14.02)	32.32%	(24.22)	6.71	(5.29)	15.37	(17.70)	37.02%	(19.91)
Not US Citizen	15	4.07	(4.64)	9.60	(14.92)	38.67%	(21.67)	4.64	(7.90)	9.09	(14.56)	37.36%	(15.48)	8.71	(12.20)	19.09	(31.88)	41.93%	(12.10)
US Citizen	216	3.30	(2.60)	6.15	(6.66)	40.06%	(25.82)	3.38	(3.53)	9.91	(13.44)	33.02%	(25.30)	6.67	(4.39)	14.72	(15.34)	37.59%	(20.75)
Biological Science	224	3.35	(2.75)	6.40	(7.64)	40.25%	(25.49)	3.38	(3.72)	9.94	(13.60)	33.56%	(24.72)	6.72	(5.01)	15.18	(17.23)	38.18%	(20.33)
Social Studies	7	3.14	(3.63)	6.71	(5.53)	31.70%	(26.03)	5.86	(8.15)	5.67	(4.51)	25.00%	(25.00)	9.00	(9.42)	10.00	(6.24)	25.50%	(12.62)
Clinical	59	2.95	(2.32)	6.16	(6.07)	38.13%	(25.89)	2.48	(3.34) *	7.32	(6.51)	26.82%	(24.36)	5.41	(3.71) *	13.22	(10.10)	32.45%	(17.46)
CHS	172	3.48	(2.90)	6.49	(8.02)	40.55%	(25.42)	3.78	(4.05)	10.79	(15.20)	35.58%	(24.49)	7.26	(5.52)	15.74	(18.98)	39.83%	(20.88)
Assistant Rank	96	3.19	(2.26)	6.30	(6.86)	38.66%	(22.75)	2.98	(2.77)	7.63	(7.24)	31.40%	(21.45)	6.16	(3.56)	12.56	(10.09)	36.30%	(17.44)
Associate or Full Rank	135	3.46	(3.08)	6.48	(8.05)	40.90%	(27.37)	3.79	(4.55)	11.62	(16.71)	34.94%	(27.02)	7.24	(6.04)	17.03	(20.84)	39.13%	(22.20)
Multiple Appointments	10	2.50	(2.95)	4.70	(6.24)	38.74%	(39.92)	5.10	(4.23)	7.71	(6.58)	40.03%	(29.40)	7.60	(6.87)	11.29	(8.79)	37.48%	(29.68)
Single Appointment	220	3.35	(2.70)	6.50	(7.65)	39.88%	(24.64)	3.39	(3.91)	9.91	(13.79)	33.16%	(24.47)	6.72	(5.09)	15.21	(17.45)	37.93%	(19.86)
Non-Mainstream Research	146	3.23	(2.88)	6.28	(7.75)	40.19%	(26.88)	3.67	(4.07)	11.13	(15.54)	32.22%	(23.07)	6.90	(5.55)	16.16	(19.85)	36.90%	(20.55)
Mainstream Research	77	3.65	(2.64)	6.71	(7.34)	39.79%	(23.62)	3.26	(3.73)	7.57	(9.12)	37.39%	(27.04)	6.89	(4.52)	13.06	(11.11)	40.80%	(19.78)

* Significant difference at *p* <.05.

Table C2b. Satisfaction with Research Collaborations, Clinical/CHS Faculty Only

Thinking about your research collaborations with UW-Madison faculty…..

	N	Satisfaction with opportunities to collaborate in department		Satisfaction with opportunities to collaborate outside department		Interdisciplinary research is recognized and rewarded by department		My current research is interdisciplinary		My current research is mainstream in my department	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	225	3.39	(1.11)	3.40	(1.11)	3.13	(1.09)	3.36	(1.16)	3.00	(1.08)
Women	100	3.29	(1.05)	3.40	(1.06)	3.15	(1.16)	3.36	(1.20)	2.86	(1.06)
Men	131	3.47	(1.16)	3.39	(1.15)	3.11	(1.04)	3.36	(1.14)	3.09	(1.08)
Faculty of Color	19	3.53	(1.31)	3.89	(0.94) *	3.06	(1.03)	3.84	(1.12)	2.68	(1.25)
Majority Faculty	211	3.37	(1.09)	3.34	(1.11)	3.13	(1.10)	3.32	(1.16)	3.02	(1.06)
Not US Citizen	15	3.53	(1.19)	3.40	(1.30)	2.86	(1.03)	3.07	(0.96)	3.00	(0.58)
US Citizen	216	3.38	(1.11)	3.40	(1.10)	3.15	(1.10)	3.38	(1.18)	3.00	(1.10)
Biological Science	224	3.39	(1.11)	3.41	(1.09)	3.13	(1.10)	3.35	(1.16)	3.00	(1.07)
Social Studies	7	3.29	(1.25)	2.83	(1.72)	3.29	(0.76)	3.71	(1.38)	2.86	(1.21)
Clinical	59	3.27	(1.23)	3.32	(1.11)	3.09	(1.18)	3.17	(1.29)	3.00	(1.18)
CHS	172	3.43	(1.07)	3.42	(1.12)	3.14	(1.07)	3.43	(1.12)	2.99	(1.04)
Assistant Rank	94	3.43	(0.99)	3.42	(1.04)	3.21	(1.05)	3.32	(1.12)	2.82	(0.96) *
Associate or Full Rank	135	3.36	(1.19)	3.38	(1.16)	3.08	(1.12)	3.39	(1.20)	3.11	(1.14)
Multiple Appointments	10	3.00	(1.15)	3.90	(0.99)	2.80	(1.23)	3.67	(1.22)	2.80	(0.79)
Single Appointment	220	3.40	(1.11)	3.37	(1.12)	3.14	(1.09)	3.34	(1.17)	3.00	(1.09)
Non-Mainstream Research	146	3.20	(1.11) *	3.38	(1.14)	3.01	(1.09) *	3.43	(1.13)		
Mainstream Research	77	3.70	(1.09)	3.40	(1.08)	3.35	(1.08)	3.25	(1.24)		

* Significant difference at *p*<.05.

Section 4: Detailed Results by Topic

D. Promotional Process

This section asked questions about CHS/Clinical faculty members' promotion experiences at the UW-Madison. We asked about the extent to which they understood various criteria and expectations for achieving promotion, their levels of satisfaction with the experience, how stringent departmental and divisional committees were perceived to be, how useful information sources used during the promotional process were perceived to be, and promotion clock stoppage.

Promotional Process Summary

This section was designed to investigate the experiences of faculty members who were hired at the entry (Assistant) level and who experienced or who are experiencing the traditional probationary period, followed by a promotion review. The cases of faculty who were hired having already been promoted (to Associate) at a university other than UW-Madison or who were promoted (to Associate) before January 1, 2006 were removed from this analysis.   In the cases that remained, we saw significant differences repeatedly emerge for some groups, including women, faculty who had not yet received a promotion at the time of the survey, and Non-Mainstream faculty.

Promotional process criteria: Understanding, communication, and sources of information
In this section we asked a series of questions about the promotional process experience that sought to elucidate the extent to which faculty do or did (depending on whether they had achieved promotion by the time of the survey) understand the criteria being used, how those criteria and how expectations were communicated, how the criteria are or were applied in the process, and what sources of information were considered useful in the process. The response choices for these questions of understanding, communication, and usefulness of information included "Extremely", "Very", "Somewhat", "A little", to "Not at all" with each of five hiring elements. For the question that asked how lax or severe faculty members' committees were in setting a standard of excellence in promotion evaluation for their fields, the response choices included "Too severe", "Somewhat severe", "Standard is just right", "Somewhat lax," to "Too lax". Finally, for the question that asked how arbitrary or fair faculty members' committees were in applying standards for their fields, the response choices included "Always fair,", "Mostly fair", "Sometimes arbitrary, sometimes fair", "Mostly arbitrary", and "Always arbitrary". An "NA" category was supplied for each of the questions in this section, which we coded as missing data.

Results for clarity of expectations for promotion are shown in Table TP1b. In general, faculty respondents understood the criteria for achieving promotion somewhat well (mean score of 2.63). For this particular element of the promotional process, very few significant differences were found according to race and ethnicity, citizenship status, University division, number of appointments, or Mainstream status. For gender, two differences emerged, in that Women faculty members have a lower understanding of the service expectations for achieving promotion (mean score of 2.42 versus 2.68) and of the extension and outreach expectations (mean score of 2.23 versus 2.50) than Men. Assistant Rank faculty members report less understanding of criteria for promotion (mean score of 2.54 versus 2.85), of research expectations for achieving promotion (mean score of 2.50 versus 2.79), and of the clinical expectations for achieving promotion (mean score of 2.70 versus 3.04) compared to Associate or Full Rank faculty. The experiences of Clinical faculty compared to CHS faculty were significantly lower on all measures.

Results for satisfaction with the promotional process, a section that asked questions about how clearly and consistently the criteria for achieving promotion were communicated to faculty, are shown in Table TP2b. In general, the faculty are only somewhat satisfied with the experience overall (mean score of 2.64). No or very few differences were found according to race and ethnicity, citizenship status, University division, or Mainstream status. Some groups are more pleased with the promotional process, overall and in specific areas, than others. Compared to Men faculty members, Women faculty members are less satisfied overall (mean score of 2.50 versus 2.81), feel less supported in their advancement for promotion (mean score of 2.62 versus 2.94), and feel more strongly that the criteria for promotion are inconsistent with the stated responsibilities of their positions at the time of hire (mean score of 2.48 versus 2.82). Faculty members with Multiple Appointments report less satisfaction with the promotional process overall (mean score of 1.78 versus 2.66), feel the criteria for promotion are not communicated as clearly (mean score of 1.82 versus 2.60), and do not feel as supported in their advancement for promotion (mean score of 2.00 versus 2.79) in comparison to faculty members with a Single Appointment. As with their understanding of the criteria for achieving promotion, the satisfaction of

Clinical faculty members compared to CHS faculty members, and Assistant Rank faculty members compared to those with Associate or Full Rank, were significantly lower on nearly all measures (all but three for Assistant Rank faculty).

Results for questions of setting a standard of excellence for the field and how stringent faculty felt their committees were are shown in Table TP3b. The CHS/Clinical faculty generally feel that the standards are at the proper level (mean score of 2.95 by department, mean score of 3.05 by school or college). Far fewer significant differences were found for these questions, but some did emerge. For instance, Women faculty feel that their departmental executive committees (mean score of 3.13 versus 2.77) and school or college committees (mean score of 3.21 versus 2.89) are more severe than those of Men faculty. Finally, Clinical faculty members feel that their school or college committees are less severe than those of CHS faculty (mean score of 2.84 versus 3.22).

Results for how arbitrary or fair faculty members' committees were perceived to be in applying standards for promotion in their fields are found in Table TP4b. The faculty generally feel that their departmental executive and school or college committees were mostly fair (mean scores of 3.56 and 3.60, respectively). As with the results shown in Table TP3b, few significant differences were found for groups in these data. Women faculty members feel that their school or college committees were more arbitrary than Men faculty (mean score of 3.44 versus 3.75). Meanwhile, faculty members with Multiple Appointments feel their departmental executive committees are more arbitrary than faculty members with a Single Appointment (mean score of 2.80 versus 3.59).

Results for the perceived usefulness of different sources of information used in the promotion process are shown in Table TP5b. Overall, the faculty group feels that most of the resources listed were at least somewhat useful, with the exception of peers outside of UW-Madison (mean score of 1.95), workshops (mean score of 1.82), and websites (mean score of 1.84). A very small proportion (4.74%) of the faculty provided insight into the other sources of information that they used in the process. The most common sources were people or individuals not in the answer choices provided, such as departmental secretaries and administrators, and documents like "written guidelines" or a "promotion handout". Looking to differences between groups, we saw a few significant items. Faculty members of Color feel that mentors at UW-Madison but outside of their department (mean score of 2.81 versus 2.16), workshops (mean score of 2.29 versus 1.76), and websites (mean score of 2.44 versus 1.76) were more useful when compared to Majority Faculty members. Those in the Clinical faculty feel that all of sources of information listed on the survey were significantly less useful to them than to those in the CHS faculty group.

Promotion clock stoppage
The final two questions in the Promotional Process section of the survey asked CHS/Clinical faculty members whether they had ever slowed or stopped their promotion clock while at UW-Madison for personal reasons, and if so the extent to which their department was supportive of the stoppage. For the question of supportiveness, the response choices included "Very supportive", "Somewhat supportive", "Neither unsupportive nor supportive", "Somewhat unsupportive", and "Very unsupportive".

Results for these two questions are shown in Table TP7b. A small percentage of the faculty report having slowed or stopped the promotion clock (8.64%). For those who had, we found differences between a few groups. Women faculty members had stopped their promotion clocks more (11.82%) than Men faculty members (4.49%). Additionally, we found that no (0.00%) faculty members who are Not US Citizens, who are in the Social Studies division, or who are in the Clinical group had ever stopped their promotion clocks.

Improving the promotional process

In the final question for this section, we asked CHS/Clinical faculty members in an open-ended question what UW-Madison could do to improve the promotional process for junior faculty.

Results for this question are shown in Table TP8b. The most common suggestion related to the clarity, consistency, and stability of the criteria for achieving tenure. In addition to indicating that they wanted the criteria for tenure to be clearly articulated, the faculty respondents also indicated that they wanted these criteria to be applied fairly and consistently to all candidates. The next most common group of suggestions closely related to the first, in that the respondents emphasized the importance of communicating clearly and explicitly the expectations and processes for promotion very early in one's appointment, if not on the first day. Some faculty members in the CHS/Clinical group indicated that they were either completely unaware of the criteria for promotion or that the possibility for promotion exists. The final most common response to this question was the suggestion for mentoring programs, either with individually assigned mentors or with a mentor committee. Some of the faculty indicated that available mentors should be of the promotion candidate's choosing, while other emphasized that a mentor who is familiar with or can support the candidate's professional goals would be helpful.

Thinking about the promotional process in your department, how well do/did you understand….

	N	The criteria for achieving promotion Mean	Std. Dev.	The research expectations for achieving promotion Mean	Std. Dev.	The teaching expectations for achieving promotion Mean	Std. Dev.	The service expectations for achieving promotion Mean	Std. Dev.	The outreach and extension expectations for achieving promotion Mean	Std. Dev.	The clinical expectations for achieving promotion Mean	Std. Dev.
Total	326	2.63	(1.07)	2.57	(1.09)	2.68	(1.09)	2.53	(1.09)	2.35	(1.15)	2.80	(1.15)
Women	183	2.55	(1.08)	2.48	(1.07)	2.60	(1.11)	2.42	(1.14) *	2.23	(1.16) *	2.71	(1.16)
Men	143	2.74	(1.05)	2.70	(1.10)	2.78	(1.05)	2.68	(1.01)	2.50	(1.13)	2.92	(1.12)
Faculty of Color	37	2.70	(1.10)	2.75	(1.18)	2.72	(1.26)	2.54	(1.26)	2.46	(1.36)	2.84	(1.26)
Majority Faculty	289	2.62	(1.06)	2.55	(1.08)	2.68	(1.07)	2.53	(1.07)	2.33	(1.12)	2.80	(1.13)
Not US Citizen	21	2.67	(0.97)	2.65	(1.09)	2.52	(0.81)	2.33	(1.06)	2.00	(1.05)	2.81	(1.12)
US Citizen	305	2.63	(1.07)	2.57	(1.09)	2.69	(1.10)	2.54	(1.09)	2.37	(1.15)	2.80	(1.15)
Biological Science	308	2.62	(1.05)	2.58	(1.09)	2.66	(1.07)	2.49	(1.07)	2.31	(1.13)	2.81	(1.13)
Social Studies	16	2.88	(1.41)	2.50	(1.24)	3.06	(1.39)	3.13	(1.31) *	2.88	(1.41)	2.60	(1.45)
Clinical	187	2.31	(1.11) *	2.22	(1.05) *	2.41	(1.13) *	2.35	(1.17) *	2.19	(1.17) *	2.59	(1.25) *
CHS	138	3.07	(0.84)	3.01	(0.90)	3.04	(0.91)	2.77	(0.90)	2.55	(1.09)	3.07	(0.93)
Assistant Rank	232	2.54	(1.01) *	2.50	(1.04) *	2.64	(1.06)	2.48	(1.03)	2.28	(1.07)	2.70	(1.12) *
Associate or Full Rank	94	2.85	(1.17)	2.79	(1.21)	2.79	(1.16)	2.66	(1.21)	2.52	(1.33)	3.04	(1.19)
Multiple Appointments	14	2.29	(1.38)	2.15	(1.14)	2.14	(1.17)	2.00	(1.18)	1.86	(1.03)	2.29	(1.14)
Single Appointment	309	2.65	(1.05)	2.59	(1.09)	2.70	(1.08)	2.55	(1.08)	2.37	(1.16)	2.82	(1.15)
Non-Mainstream Research	90	2.94	(0.89)	2.88	(0.94)	2.90	(0.98)	2.74	(0.94)	2.40	(1.12)	2.96	(1.04)
Mainstream Research	34	2.88	(0.91)	3.03	(0.94)	2.97	(0.83)	2.74	(0.93)	2.61	(1.00)	3.00	(0.83)

* Significant difference at $p<.05$.

Table TP2b. Satisfaction With Promotion Process, Clinical/CHS Faculty Only

Thinking about the promotional process in your department….

	N	How satisfied are/were you with the promotion process overall?			How clearly are/were the criteria for promotion communicated?			How much are/were your other responsibilities reduced so you could build your research program?			How supported do/did you feel in your advancement to promotion?			How consistent are the messages you received from senior colleagues about the requirements for promotion?			How well does/did the way you do research, teaching, clinical work, and/or service fit with the way they are/were evaluated for promotion?			How consistent are/were the criteria for promotion with the stated responsibilities of your position at the time of your hire?		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	289	2.64	(1.05)		2.57	(1.11)		2.02	(1.14)		2.76	(1.19)		2.60	(1.10)		2.76	(1.03)		2.63	(1.14)	
Women	160	2.50	(1.00)	*	2.46	(1.09)		1.98	(1.15)		2.62	(1.17)	*	2.49	(1.11)		2.67	(1.06)		2.48	1.12	*
Men	129	2.81	(1.09)		2.70	(1.12)		2.06	(1.13)		2.94	(1.19)		2.73	(1.07)		2.87	(1.00)		2.82	1.14	
Faculty of Color	32	2.63	(1.00)		2.84	(1.17)		2.29	(1.31)		2.72	(1.17)		2.69	(1.20)		2.69	(0.97)		2.62	1.12	
Majority Faculty	257	2.64	(1.06)		2.53	(1.10)		1.99	(1.11)		2.77	(1.19)		2.59	(1.08)		2.77	(1.04)		2.63	1.15	
Not US Citizen	19	2.83	(0.86)		2.47	(0.90)		2.00	(1.21)		2.53	(1.22)		2.67	(1.14)		2.78	(1.00)		2.53	1.18	
US Citizen	270	2.62	(1.06)		2.57	(1.12)		2.02	(1.13)		2.78	(1.19)		2.59	(1.09)		2.76	(1.04)		2.64	1.14	
Biological Science	272	2.64	(1.04)		2.56	(1.09)		2.05	(1.14)		2.76	(1.16)		2.58	(1.07)		2.73	(1.02)		2.60	1.14	
Social Studies	15	2.64	(1.28)		2.73	(1.53)		1.33	(0.52)		2.80	(1.70)		2.93	(1.49)		3.29	(1.14)		3.00	1.18	
Clinical	159	2.40	(1.11)	*	2.19	(1.11)	*	1.51	(0.95)	*	2.37	(1.24)	*	2.33	(1.14)	*	2.63	(1.15)	*	2.37	1.17	*
CHS	129	2.92	(0.90)		3.03	(0.91)		2.39	(1.12)		3.21	(0.95)		2.88	(0.97)		2.92	(0.85)		2.92	1.04	
Assistant Rank	198	2.51	(0.99)	*	2.46	(1.08)	*	2.13	(1.15)	*	2.70	(1.15)		2.61	(1.05)		2.66	(1.00)	*	2.62	1.13	
Associate or Full Rank	90	2.89	(1.12)		2.80	(1.13)		1.78	(1.07)		2.90	(1.25)		2.57	(1.18)		2.97	(1.07)		2.67	1.18	
Multiple Appointments	11	1.78	(0.97)	*	1.82	(0.98)	*	2.00	(0.82)		2.00	(0.82)	*	2.00	(0.82)		2.33	(0.87)		2.33	1.00	
Single Appointment	275	2.66	(1.04)		2.60	(1.11)		2.02	(1.14)		2.79	(1.20)		2.62	(1.10)		2.78	(1.01)		2.64	1.15	
Non-Mainstream Research	85	2.78	(0.87)		2.82	(0.94)		2.28	(1.24)		3.01	(0.99)		2.78	(0.91)		2.92	(0.83)		2.86	1.09	
Mainstream Research	30	2.83	(1.04)		2.93	(1.14)		2.40	(1.07)		3.25	(1.08)		2.82	(1.22)		2.83	(0.95)		2.93	1.13	

* Significant difference at *p*<.05.

Table TP3b. Setting a Standard of Excellence, Clinical/CHS Faculty Only

In setting a standard of excellence for promotion evaluation in your field, how lax or severe is/was…

	N	Your departmental executive committee		Your school/college committee	
		Mean	Std. Dev.	Mean	Std. Dev.
Total	152	2.95	(0.77)	3.05	(0.71)
Women	77	3.13	(0.75) *	3.21	(0.64) *
Men	75	2.77	(0.75)	2.89	(0.75)
Faculty of Color	21	2.81	(0.93)	2.95	(0.71)
Majority Faculty	131	2.98	(0.74)	3.07	(0.72)
Not US Citizen	12	3.00	(0.85)	2.75	(0.89)
US Citizen	140	2.95	(0.76)	3.07	(0.70)
Biological Science	142	2.96	(0.78)	3.06	(0.73)
Social Studies	9	2.89	(0.60)	2.86	(0.38)
Clinical	77	2.90	(0.82)	2.84	(0.68) *
CHS	74	3.01	(0.71)	3.22	(0.71)
Assistant Rank	80	2.88	(0.68)	3.10	(0.81)
Associate or Full Rank	72	3.04	(0.85)	2.98	(0.58)
Multiple Appointments	5	3.40	(1.34)	3.20	(0.45)
Single Appointment	145	2.92	(0.73)	3.03	(0.71)
Non-Mainstream Research	46	3.00	(0.87)	3.09	(0.67)
Mainstream Research	18	3.00	(0.77)	3.27	(0.88)

* Significant difference at *p*<.05.

Table TP4b. Applying Standards for Promotion, Clinical/CHS Faculty Only

In applying the standards for promotion in your field, how arbitrary or fair is/was….

	N	Your departmental executive committee		Your school/college committee		
		Mean	Std. Dev.	Mean	Std. Dev.	
Total	145	3.56	(0.86)	3.60	(0.83)	
Women	74	3.46	(0.83)	3.44	(0.78)	*
Men	71	3.66	(0.88)	3.75	(0.86)	
Faculty of Color	19	3.47	(0.90)	3.72	(0.67)	
Majority Faculty	126	3.57	(0.85)	3.58	(0.86)	
Not US Citizen	10	3.80	(0.63)	3.75	(0.71)	
US Citizen	135	3.54	(0.87)	3.59	(0.84)	
Biological Science	135	3.55	(0.86)	3.60	(0.83)	
Social Studies	9	3.67	(0.87)	3.57	(0.98)	
Clinical	74	3.53	(0.92)	3.53	(0.97)	
CHS	70	3.59	(0.79)	3.65	(0.72)	
Assistant Rank	71	3.54	(0.73)	3.59	(0.73)	
Associate or Full Rank	74	3.58	(0.97)	3.61	(0.93)	
Multiple Appointments	5	2.80	(1.10) *	3.80	(0.84)	
Single Appointment	138	3.59	(0.84)	3.59	(0.84)	
Non-Mainstream Research	46	3.57	(0.75)	3.74	(0.79)	
Mainstream Research	18	3.61	(0.78)	3.43	(0.65)	

* Significant difference at *p*<.05.

Table TP5b. Usefulness of Promotion Information Sources, Clinical/CHS Faculty Only

Regarding the promotion process at UW-Madison, how useful are/were the following sources of information….

	N	Your department chair Mean	Std. Dev.	Official mentors at UW-Madison, within your department Mean	Std. Dev.	Other mentors at UW-Madison, within your department Mean	Std. Dev.	Mentors at UW-Madison, outside your department Mean	Std. Dev.	Mentors outside UW-Madison Mean	Std. Dev.	Department feedback on your progress Mean	Std. Dev.	Peers at UW-Madison Mean	Std. Dev.	Peers outside UW-Madison Mean	Std. Dev.	Workshops Mean	Std. Dev.	Websites Mean	Std. Dev.	Sample dossiers Mean	Std. Dev.	Other information sources Mean	Std. Dev.
Total	259	2.63	(1.25)	3.08	(1.27)	2.81	(1.28)	2.24	(1.37)	2.02	(1.16)	2.51	(1.15)	2.63	(1.20)	1.95	(1.14)	1.82	(1.04)	1.84	(1.13)	2.33	(1.31)	3.06	(1.60)
Women	144	2.52	(1.23)	3.02	(1.33)	2.76	(1.27)	2.27	(1.43)	2.15	(1.30)	2.47	(1.16)	2.60	(1.20)	1.97	(1.18)	1.89	(1.11)	1.84	(1.12)	2.42	(1.34)	3.44	(1.33)
Men	115	2.77	(1.27)	3.14	(1.21)	2.87	(1.29)	2.21	(1.31)	1.86	(0.95)	2.57	(1.15)	2.67	(1.20)	1.94	(1.10)	1.74	(0.96)	1.84	(1.15)	2.23	(1.29)	2.63	(1.85)
Faculty of Color	27	3.04	(1.33)	3.23	(1.18)	2.56	(1.31)	2.81 *	(1.50)	2.33	(1.19)	2.76	(1.20)	2.70	(1.20)	2.05	(1.13)	2.29 *	(1.10)	2.44 *	(1.10)	2.23	(1.24)	2.50	(2.12)
Majority Faculty	232	2.58	(1.23)	3.06	(1.29)	2.84	(1.27)	2.16	(1.34)	1.98	(1.15)	2.48	(1.15)	2.63	(1.20)	1.94	(1.14)	1.76	(1.02)	1.76	(1.12)	2.34	(1.32)	3.13	(1.60)
Not US Citizen	17	2.59	(1.23)	3.00	(1.15)	2.81	(1.05)	1.92	(1.16)	1.92	(0.90)	2.56	(1.15)	2.93	(1.38)	1.77	(0.93)	1.92	(1.00)	2.29	(1.33)	2.92	(1.38)	3.50	(0.71)
US Citizen	242	2.63	(1.25)	3.08	(1.28)	2.81	(1.29)	2.26	(1.39)	2.03	(1.18)	2.51	(1.16)	2.62	(1.19)	1.97	(1.16)	1.81	(1.05)	1.79	(1.11)	2.28	(1.30)	3.00	(1.69)
Biological Science	245	2.63	(1.24)	3.10	(1.27)	2.82	(1.28)	2.26	(1.36)	2.04	(1.17)	2.49	(1.14)	2.64	(1.19)	1.98	(1.15)	1.85	(1.05)	1.87	(1.14)	2.36	(1.32)	3.13	(1.60)
Social Studies	12	2.42	(1.44)	2.73	(1.27)	2.64	(1.36)	1.67	(1.63)	1.50	(0.84)	3.00	(1.35)	2.50	(1.45)	1.43	(0.79)	1.29	(0.76)	1.00 *	(0.00)	1.89	(1.36)	2.50	(2.12)
Clinical	135	2.36 *	(1.32)	2.52 *	(1.34)	2.39 *	(1.35)	1.65 *	(1.10)	1.62 *	(0.96)	2.16 *	(1.21)	2.24 *	(1.22)	1.66 *	(0.98)	1.42 *	(0.77)	1.44 *	(0.82)	2.08 *	(1.31)	2.92	(1.68)
CHS	124	2.92	(1.10)	3.57	(0.97)	2.80	(1.06)	2.80	(1.38)	2.41	(1.21)	2.89	(0.96)	3.06	(1.02)	2.28	(1.22)	2.29	(1.12)			2.66	(1.25)	3.40	(1.52)
Assistant Rank	170	2.72	(1.23)	3.20 *	(1.27)	2.84	(1.25)	2.33	(1.40)	2.08	(1.15)	2.59	(1.13)	2.63	(1.17)	2.03	(1.15)	1.98 *	(1.06)	1.97	(1.15)	2.09 *	(1.22)	2.88	(1.46)
Associate or Full Rank	89	2.46	(1.28)	2.84	(1.26)	2.75	(1.34)	2.05	(1.31)	1.88	(1.18)	2.37	(1.19)	2.65	(1.26)	1.80	(1.12)	1.56	(0.96)	1.63	(1.08)	2.60	(1.37)	3.22	(1.79)
Multiple Appointments	7	2.29	(0.76)	2.71	(0.95)	2.17	(1.17)	1.20 *	(0.45)	1.33	(0.82)	2.29	(0.95)	2.57	(0.79)	1.33	(0.52)	1.50	(1.00)	2.00	(1.10)	2.00	(1.41)	**	**
Single Appointment	249	2.63	(1.26)	3.09	(1.28)	2.82	(1.28)	2.27	(1.38)	2.05	(1.17)	2.53	(1.16)	2.64	(1.22)	1.98	(1.15)	1.83	(1.04)	1.84	(1.14)	2.34	(1.32)	3.06	(1.60)
Non-Mainstream Research	80	2.61	(1.12)	3.60	(0.93)	3.09	(1.11)	2.85	(1.36)	2.29	(1.17)	2.76	(0.97)	2.88	(1.05)	2.00	(1.09)	2.00	(1.06)	2.00	(1.14)	2.00	(1.32)	2.86	(1.57)
Mainstream Research	31	2.94	(1.15)	3.37	(1.25)	3.10	(1.12)	2.48	(1.45)	2.16	(1.21)	2.76	(1.06)	2.89	(1.17)	2.11	(1.15)	2.05	(1.18)	1.63	(1.16)	2.21	(1.36)	4.00	(0.00)

* Significant difference at *p*<.05.
** No observations for this variable/group combination.

Table TP6b. Other Sources of Tenure Process Information, Clinical/CHS Faculty Only (Full Codebook)

University Individual or Group

Other Information Sources	N
Named individual (unspecified title)	1
Administrative assistant	1
Student(s)	1
Departmental or office staff, nonfaculty	2

Written Materials

Other Information Sources	N
Hiring contract	1
Written guidelines	2
Promotion handout	1

Miscellaneous

Other Information Sources	N
Conferences or programs on promotion	1
Not yet promoted	1

Table TP7b. Promotional Clock Stoppage, Clinical/CHS Faculty Only

	N	Have you slowed/stopped your promotion clock?			If yes…. How supportive was your department?	
		Percent	Std. Dev.		Mean	Std. Dev.
Total	359	8.64%	(28.13)		4.11	(1.15)
Women	203	11.82%	(32.37)	*	4.18	(1.01)
Men	156	4.49%	(20.77)		3.80	(1.79)
Faculty of Color	41	7.32%	(26.37)		3.67	(1.15)
Majority Faculty	317	8.83%	(28.42)		4.17	(1.17)
Not US Citizen	22	0.00%	(0.00)	*		
US Citizen	337	9.20%	(28.94)		4.11	(1.15)
Biological Science	339	9.14%	(28.87)		4.11	(1.15)
Social Studies	18	0.00%	(0.00)	*		
Clinical	216	0.00%	(0.00)	*		
CHS	142	21.83%	(41.46)		4.11	(1.15)
Assistant Rank	262	8.78%	(28.35)		4.14	(1.21)
Associate or Full Rank	97	8.25%	(27.65)		4.00	(1.00)
Multiple Appointments	14	14.29%	(36.31)		4.50	(0.71)
Single Appointment	342	8.48%	(27.90)		4.08	(1.19)
Non-Mainstream Research	94	17.02%	(37.78)		4.29	(0.91)
Mainstream Research	35	14.29%	(35.50)		4.50	(1.00)

* Significant difference at $p<.05$.

Table TP8b. Strategies to Improve the Promotion Process for Junior Faculty, CHS/Clinical Faculty Only (Full Codebook)

Departmental, Divisional-specific Strategies

Improvement Strategies	N
Good department chairs; specified role and expectations for chair	4
Ensure that committee does job completely, ethically, in advance of reviews	2
Consistent committee, chair representation	1
Step-by-step outline/guideline/timeline of the process	9
More support/opportunities for collaboration	1
External review, accountability of departmental processes	1
Consistent advice, attentive guidance/feedback from department and its members	1
More, more frequent feedback on progress/performance	18
Identify departmental contact, promotion coordinator	2
Review the process in quarterly department meetings	1
Consistency, communication between divisional and departmental levels; intra-divisional consistency	2

Criteria, Expectations, Standards, Application

Improvement Strategies	N
Make promotion criteria/policies/ expectations/milestones/processes clear, standardized, stable; apply consistently to all candidates	81
Realistic or achievable standards, criteria, expectations	4
Make process intellectually rigorous, set minimum standards	1
Requirements should be proportional to the percentage of each appointment component	1
Make it humane, remove hazing, intimidation, anxiety, stress	1
Identify/explain available promotional paths, how to change tracks	6
More/better communication, increase awareness, make information more readily available/accessible	15

Mentorship, Mentor Committee Programs and Processes

Improvement Strategies	N
Mentoring, mentoring committees (general)	26
Deeper/more effective/improved/systematic mentoring, committee; increased training	17
Regularly scheduled, formal mentoring/committee meetings and feedback	7
Supplement with mentors from outside the department	3
Provide tools, consistent advice, for accomplishing the mentoring goals; concrete guidance that matches criteria	2
More female mentors	1

Research-specific, Publication-specific Strategies

Improvement Strategies	N
Make research and publication expectations/guidelines explicitly clear	6
Allow leave or protected time for writing, research specifically	7

Service-specific Strategies

Improvement Strategies	N
Recognize the contribution of service/program work	1
Reduce service load	1

Teaching-specific Strategies

Improvement Strategies	N
Remove/reduce teaching requirement(s)/load; course release	1
Provide teaching opportunities, time to meet teaching expectations	3

Share criteria/process/timeline early in appointment, at time of hire	24	Recognize teaching work, contributions	2
More explicit connections between performance evaluations and promotion criteria	1		

Clinical Practice Strategies

Improvement Strategies	N
Recognize the impact and importance of clinical service, more credit for clinical contribution	8
Reduce clinical load or responsibilities	4
Increase awareness of the issues facing the clinician scientist	1
Clearly define clinical, referral expectations	2

Resources and Funding Strategies

Improvement Strategies	N
Provide resources, lab space, equipment, support	3
Increase salary, provide raises	1
Define/delineate clinical versus other income	2

Procedural, Practical Strategies

Improvement Strategies	N
Host workshops/retreats on the process, orientation	1
Standardizedstreamlined procedures/ assistance to keep track of progress, organize and submit documents	6
Provide sample dossiers, examples of acceptable and unacceptable packages	7
More administrative support and information (e.g., budgeting, staff management, grants)	2
Publish tenure and promotion rates each year	1
Provide more protected time	3
Provide child care options	1
More open/democratic/collegial environment	2
More support for female faculty, opportunities for women	2
More support for academic time	1
Process takes a long time	4
Part-time clocks	1

Miscellaneous

Improvement Strategies and Other Comments	N
Not applicable	4
Illegible	2
Satisfied with the process, adequate resources available	9
Not sure, unsure of benefits of doing so	11
Things have improved, will continue to improve	4
Have not yet been reviewed, new to the institution	8
Negative comments about department, faculty, committee, process, criteria	9
Not in a position eligible for promotion	16
Promotion has never been discussed, I am unaware of promotion process, have no idea how the process works	17
Make CHS track faculty eligible for tenure	2
Process is neglected/inadequate/different for Clinical/CHS educators	4
Vested interest in promotion of junior faculty	1
Process will always be a work in progress, specific circumstances individualize the process	1

Section 4: Detailed Results by Topic

E. Workload

This section included questions about various dimensions of the CHS/Clinical faculty workload at UW-Madison, including the numbers of courses taught, advisees, committees served, scholarly and creative works submitted, and hours worked per week.

Workload Summary

Workload Summary
This section was designed to gauge the number of academic activities undertaken by UW-Madison faculty members, including the quantities of various activities and the proportion of time spent on each. In general, we saw that work is distributed fairly evenly across the different faculty groups, with a few notable exceptions. A substantial number of differences were found between Clinical and CHS faculty members, and between Assistant Rank and Associate or Full Rank faculty members. These differences were found across most of the question groups for this section. In addition, there were a few instances in which we found significant differences according to gender, citizenship status, and division but these patterns were not as consistent as those described above.

Workload Specifics
In this section we asked faculty to provide the numbers of courses taught, advisees, committees served, scholarly and creative works submitted, and hours worked in an average week for the current academic year (July 2009-June 2010). We then asked the faculty to indicate what percentage of time they spend on various activities. These questions did not provide response choices. Finally, we asked the faculty to rate the reasonableness of their workload. The response choices for this final question included "Much too heavy", "Too heavy", "Just right", "Too light", and "Much too light".

Results for faculty teaching load are shown in Tables W1b and W2b. While a few differences were found according to the Clinical or CHS status and Rank status, distribution of this work is even. The average number of courses taught at the undergraduate level is 0.21, and the average for the number of graduate or professional courses is 1.27. We saw that Clinical faculty members teach fewer graduate or professional courses (average of 1.00 versus 1.53) and do less clinical outpatient (65.70% versus 76.47%) and inpatient (42.91% versus 72.96%) teaching than CHS faculty members. Clinical faculty members also spend fewer weeks on service supervising students or residents than CHS faculty (average of 14.88 versus 20.20). Similarly, Assistant Rank faculty members teach fewer graduate or professional courses (average of 1.21 versus 1.33), and do less clinical outpatient (67.32% versus 74.40%) and inpatient (55.08% versus 60.34%) teaching, and also spend fewer weeks on service supervising students or residents (average of 16.96 versus 19.21) than Associate or Full Rank faculty members. Finally, faculty members who are Not US Citizens do much less clinical outpatient teaching than faculty members who are US Citizens (52.00% versus 72.00%).

Results for academic advising are shown in Table W3b. Fewer differences emerged in this area than had been found for teaching responsibilities, but the groups for whom differences were found were virtually the same. Clinical faculty members have fewer postdoctoral associates, residents, or fellows as advisees (average of 2.30 versus 5.60) and fewer informal student advisees (average of 1.66 versus 2.46) than CHS faculty members. Again mimicking the results found for Clinical versus CHS faculty, Assistant Rank faculty members also have fewer postdoctoral associates, residents, or fellows as advisees (average of 3.24 versus 4.64) and fewer informal student advisees (average of 1.64 versus 2.44) than Associate or Full Rank faculty members. Among the divisions, we found that Social Studies faculty members have more informal student advisees than faculty from the Biological Sciences (average of 2.86 versus 2.01).

Results for formal and ad-hoc committee service are shown in Table W4b. The faculty report an average of 1.51 departmental committees; 1.46 University, school, division, or hospital committees; and 1.20 external committees or boards. Looking across different faculty groups, we saw that some groups perform more committee service than others. Women faculty members serve on fewer University, school, division, or hospital committees (average of 1.18 versus 1.73) and fewer external committees or boards when compared to Men faculty members (average of 0.97 versus 1.43). Faculty members of Color serve on fewer departmental committees (average of 1.08 versus 1.55) than Majority faculty members. By division, we found that faculty in

the Biological Sciences serve on more departmental committees (average of 1.51 versus 1.48) and University, school, divisional, or hospital committees (average of 1.51 versus 0.82), but fewer external committees or boards (average of 1.16 versus 1.58) when compared to Social Studies faculty. Finally, we found that Clinical faculty serve on significantly fewer of all types of these committees when compared to CHS faculty, and that Assistant Rank faculty serve on significantly fewer for all types when compared to Associate or Full Rank faculty.

Results for faculty academic productivity are shown in Table W5b. Overall, CHS/Clinical faculty members submitted papers (average of 1.44), conference papers or presentations (average of 1.38), and grant proposals (average of 0.72) the most in the last calendar year. Among the "other" works submitted by faculty, the most common included conference presentations or materials (e.g., posters, presentations or talks), educational materials or publications (e.g., curricula development materials, workshops, or web-based materials such as web tutorials or training modules), and scholarly publications, presentations, or contributions (e.g., abstracts, reviews, or monographs).

In this question group, differences again were found for the same groups as those described above, with one exception. Women faculty members submitted significantly fewer conference papers or presentations (average of 1.11 versus 1.65), than Men faculty on average. We found that for a few items in this question group, significant differences were again found according to the pattern set in the previous four Workload tables. For example, for the question of the number of papers submitted in the last academic year, Biological Science faculty members submitted more than Social Studies faculty members (average of 1.46 versus 1.19), CHS faculty more than Clinical faculty (average of 2.24 versus 0.65), and Associate or Full Rank faculty more than Assistant Rank faculty (average of 1.70 versus 1.14). This same pattern held true for the numbers of conference papers or presentations submitted for all three groups: Biological Science faculty members submitted more than Social Studies faculty members (average of 1.40 versus 1.03), CHS faculty more than Clinical faculty (average of 2.17 versus 0.60), and Associate or Full Rank faculty more than Assistant Rank faculty (average of 1.66 versus 1.07). Additionally, Clinical faculty submit fewer numbers of other scholarly or creative works when compared to CHS faculty (average of 0.35 versus 0.68), as do Assistant Rank faculty compared to Associate or Full Rank faculty (average of 0.41 versus 0.59). While this pattern held for the number of grant proposals submitted for the Clinical versus CHS groups (average of 0.31 for Clinical versus 1.11 for CHS), we found that Assistant Rank faculty members submitted more grant proposals than Associate or Full Rank faculty members (average of 0.74 versus 0.69).

Results for hours in a typical work week are shown in Table W7b. On average, the faculty reported working 51.70 hours in a week. Differences for this question emerged according to gender, Clinical versus CHS status, and Rank status. Women faculty members have fewer hours in their work week than Men (49.18 hours versus 54.19 hours), Clinical faculty work less than CHS faculty (average of 47.33 versus 56.09), and Assistant Rank faculty work less than Associate or Full Rank faculty (average of 50.49 hours versus 52.71).

Time allocation results are shown in Table W8b. As a whole, the CHS/Clinical faculty reports spending the most time on clinical work (54.28%), teaching (15.96%), and administrative tasks (10.79%). They spend the least amount of time on other activities that they specified (2.01%), though 8.97% of the entire respondent group did indicate at least one item for this question. The most common among these other items are conducting research; engaging in clinical practice, including patient care, practice improvement, and clinical practice management; and completing general clerical and administrative work such as e-mails and editing dictations. Several group differences emerged, some consistent with the findings described above and some divergent. Women faculty members spend a higher proportion of their time on teaching (18.42% versus 13.51%) than Men faculty. According to citizenship status, we saw that faculty who are Not US Citizens spend less time meeting teaching (11.38% versus 16.17%) and on administrative tasks (4.79% versus 11.07%) than faculty who are US Citizens. Biological Sciences faculty spend less time on administrative work (10.74% versus 11.65%) and committee work (2.74% versus 5.65%) when compared to Social Studies faculty, but

substantially more time doing clinical work (57.44% versus 6.32%). Faculty Members with Multiple Appointments spend more time teaching (25.79% versus 15.42%) and spend less time doing clinical work (36.25% versus 55.19%) compared to faculty members with a Single Appointment. Meanwhile, we again saw the most number of differences between the Clinical versus CHS and Assistant Rank versus Associate or Full Rank faculty members. For this question group, however, while the differences emerged on the same particular items, the direction of the difference changed in at least one instance. While Clinical faculty spend a higher percentage of their time teaching than CHS faculty (17.60% versus 14.22%), Assistant Rank faculty members spend a lower percentage of time in this area compared to the Associate or Full Rank respondents (14.28% versus 17.45%). We found that Clinical faculty spend more time doing clinical work than CHS faculty (59.20% versus 49.07%), and Assistant Rank faculty do more clinical work than Associate or Full Rank faculty (59.89% versus 49.30%). For each of the other areas in which we found significant differences, including scholarship or research, administrative work, and committee work, CHS faculty reported higher percentages than Clinical faculty and Associate or Full Rank faculty reported higher percentages than Assistant Rank faculty.

Finally, faculty perception of workload reasonableness is reported in Table W10b. Overall, the faculty feel that their workload is somewhat heavy, but not excessively so (mean score of 3.59). Only two differences were found for this question. Women faculty members rate their workload as heavier than Men faculty (mean score of 3.66 versus 3.51), and Biological Science faculty perceive their workload to be too heavy when compared to Social Studies faculty members (mean score of 3.59 versus 3.56).

Table W1b. Number of Classes Taught, Clinical/CHS Faculty Only

In the current academic year, excluding independent studies…

	N	how many classes primarily for undergraduate students did you teach?		how many classes primarily for graduate or professional students did you teach?		
		Mean	Std. Dev.	Mean	Std. Dev.	
Total	509	0.21	(0.84)	1.27	(2.59)	
Women	249	0.19	(0.71)	1.13	(1.61)	
Men	260	0.22	(0.95)	1.42	(3.27)	
Faculty of Color	44	0.14	(0.41)	2.09	(6.14)	
Majority Faculty	464	0.22	(0.87)	1.20	(1.94)	
Not US Citizen	22	0.14	(0.47)	1.00	(1.48)	
US Citizen	487	0.21	(0.85)	1.29	(2.63)	
Biological Science	477	0.16	(0.75)	1.23	(2.64)	
Social Studies	32	0.91	(1.59)	2.00	(1.70)	
Clinical	255	0.23	(0.93)	1.00	(1.50)	*
CHS	257	0.19	(0.75)	1.53	(3.30)	
Assistant Rank	237	0.16	(0.69)	1.21	(3.12)	*
Associate or Full Rank	273	0.25	0.95	1.33	(2.05)	
Multiple Appointments	28	0.64	(1.73)	1.63	(1.74)	
Single Appointment	480	0.18	(0.76)	1.26	(2.63)	
Non-Mainstream Research	143	0.26	(0.95)	1.44	(1.87)	
Mainstream Research	75	0.17	(0.60)	1.64	(2.96)	

* Significant difference at *p*<.05.

Table W2b. Clinical Teaching, Clinical/CHS Faculty Only

In the current academic year, excluding independent studies…

	N	Have you done clinical teaching in an outpatient setting?		In how many outpatient sessions do you supervise students or residents (on average per			Have you done clinical teaching in an inpatient setting?			How many weeks on service will you supervise students or residents?		
		%	Std. Dev.	Mean	Std. Dev.		%	Std. Dev.		Mean	Std. Dev.	
Total	550	71.09%	(45.38)	3.31	(4.38)		57.88%	(49.42)		18.23	(17.85)	
Women	275	69.82%	(45.99)	3.42	(4.89)		55.68%	(49.77)		16.81	(16.69)	
Men	275	72.36%	(44.80)	3.20	(3.81)		60.07%	(49.06)		19.56	(18.83)	
Faculty of Color	52	68.63%	(46.86)	2.03	(1.64)	*	59.62%	(49.55)		15.21	(14.01)	
Majority Faculty	498	71.29%	(45.29)	3.43	(4.54)		57.81%	(49.44)		18.53	(18.18)	
Not US Citizen	25	52.00%	(50.99) *	3.83	(5.46)		60.00%	(50.00)		15.08	(13.52)	
US Citizen	525	72.00%	(44.94)	3.29	(4.35)		57.77%	(49.44)		18.37	(18.02)	
Biological Science	514	73.93%	(43.94)	3.30	(4.43)		59.77%	(49.09)		17.83	(17.81)	
Social Studies	34	26.47%	(44.78)	3.80	(3.19)		25.00%	(43.99)		23.80	(14.58)	
Clinical	277	65.70%	(47.56) *	3.72	(5.49)		42.91%	(49.58)	*	14.88	(15.72)	*
CHS	272	76.47%	(42.50)	2.96	(3.11)		72.96%	(44.50)		20.20	(18.72)	
Assistant Rank	257	67.32%	(47.00) *	3.25	(4.75)		55.08%	(49.84)	*	16.96	(17.05)	*
Associate or Full Rank	293	74.40%	(43.72)	3.36	(4.08)		60.34%	(49.00)		19.21	(18.43)	
Multiple Appointments	29	65.52%	(48.37)	5.00	(4.80)		44.83%	(50.61)		21.38	(20.48)	
Single Appointment	518	71.24%	(45.31)	3.20	(4.36)		58.37%	(49.34)		17.78	(17.56)	
Non-Mainstream Research	149	75.84%	(42.95)	3.31	(4.38)		70.27%	(45.86)		18.28	(16.06)	*
Mainstream Research	79	67.09%	(47.29)	3.28	(3.92)		63.16%	(48.56)		25.13	(19.31)	

* Significant difference at *p*<.05.

Table W3b. Academic Advising, Clinical/CHS Faculty Only

In the current academic year, how many of each of the following types of advisees do you have?

	N	Undergraduate students		Graduate or professional students		Postdoctoral associates, residents, or fellows		Informal student advisees		
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Total	497	0.64	(3.57)	3.43	(7.80)	3.97	(8.29)	2.06	(4.29)	
Women	248	0.59	(3.68)	3.39	(7.95)	3.29	(7.08)	1.90	(3.63)	
Men	252	0.69	(3.47)	3.47	(7.67)	4.63	(9.29)	2.21	(4.85)	
Faculty of Color	46	0.63	(1.59)	5.40	(11.56)	5.22	(8.46)	3.19	(5.61)	
Majority Faculty	451	0.64	(3.71)	3.24	(7.32)	3.85	(8.28)	1.95	(4.13)	
Not US Citizen	23	0.95	(2.14)	3.05	(4.17)	3.70	(5.45)	2.71	(3.64)	
US Citizen	477	0.63	(3.62)	3.45	(7.92)	3.98	(8.41)	2.03	(4.32)	
Biological Science	471	0.51	(2.65)	3.10	(7.39)	4.18	(8.47)	2.01	(4.31)	
Social Studies	31	2.76	(10.13)	8.48	(11.50)	0.08	(0.39)	2.86	(4.03)	*
Clinical	256	0.75	(4.72)	3.67	(8.50)	2.30	(5.35) *		1.66	(3.41)	*
CHS	252	0.53	(1.81)	3.18	(6.99)	5.60	(10.14)	2.46	(5.01)	
Assistant Rank	240	0.38	(1.41)	3.18	(8.23)	3.24	(6.56) *		1.64	(3.75)	*
Associate or Full Rank	260	0.87	(4.71)	3.67	(7.38)	4.64	(9.58)	2.44	(4.71)	
Multiple Appointments	27	2.50	(9.01)	7.33	(10.95)	4.76	(11.07)	3.33	(4.70)	
Single Appointment	471	0.53	(2.98)	3.22	(7.54)	3.92	(8.14)	1.99	(4.27)	
Non-Mainstream Research	140	0.84	(2.22)	3.60	(6.77)	4.80	(9.52)	2.78	(5.01)	
Mainstream Research	76	0.40	(1.81)	2.85	(4.91)	5.84	(9.91)	1.96	(3.71)	

* Significant difference at *p*<.05.

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Table W4b. Formal and Ad-Hoc Committee Service, Clinical/CHS Faculty Only

In the current academic year, excluding thesis committees, on how many formal and adhoc committees do you serve?

	N	Departmental committees			University, school, divisional, or hospital committees			External committees or boards		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	529	1.51	(1.66)		1.46	(1.84)		1.20	(2.03)	
Women	267	1.43	(1.48)		1.18	(1.71)	*	0.97	(1.59)	*
Men	264	1.59	(1.82)		1.73	(1.94)		1.43	(2.38)	
Faculty of Color	50	1.08	(1.23)	*	1.38	(1.33)		1.25	(2.00)	
Majority Faculty	478	1.55	(1.69)		1.47	(1.89)		1.20	(2.04)	
Not US Citizen	23	1.39	(1.47)		1.35	(1.69)		1.52	(1.57)	
US Citizen	506	1.51	(1.67)		1.46	(1.85)		1.18	(2.05)	
Biological Science	494	1.51	(1.67)		1.51	(1.88)		1.16	(2.01)	
Social Studies	33	1.48	(1.46)	*	0.82	(1.04)	*	1.58	(2.11)	*
Clinical	273	1.16	(1.43)	*	1.22	(1.57)	*	0.80	(1.43)	*
CHS	257	1.87	(1.80)		1.71	(2.07)		1.61	(2.43)	
Assistant Rank	246	1.04	(1.28)	*	0.94	(1.24)	*	0.68	(1.32)	*
Associate or Full Rank	283	1.92	(1.84)		1.90	(2.14)		1.65	(2.40)	
Multiple Appointments	27	2.26	(2.58)		1.19	(1.78)		1.52	(1.70)	
Single Appointment	499	1.47	(1.59)		1.47	(1.85)		1.17	(2.04)	
Non-Mainstream Research	144	1.69	(1.64)		1.59	(1.71)		1.77	(2.02)	
Mainstream Research	76	2.09	(2.14)		1.63	(1.70)		1.74	(2.99)	

* Significant difference at *p*<.05.

Table W5b. Academic Productivity, Clinical/CHS Faculty Only

In the past 12 months, how many of each of the following did you submit?

	N	Papers		Conference papers/presentations		Authored books		Edited books		Book chapters		Other scholarly or creative works		Grant proposals	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	524	1.44	(2.35)	1.38	(2.49)	0.01	(0.14)	0.04	(0.22)	0.54	(1.90)	0.50	(1.55)	0.72	(1.40)
Women	261	1.28	(2.25)	1.11	(1.77) *	0.00	(0.07)	0.04	(0.21)	0.59	(2.34)	0.53	(1.40)	0.70	(1.31)
Men	263	1.60	(2.44)	1.65	(3.02)	0.02	(0.18)	0.03	(0.22)	0.48	(1.36)	0.48	(1.69)	0.73	(1.48)
Faculty of Color	48	1.31	(1.59)	1.24	(1.67)	0.03	(0.16)	0.05	(0.23)	0.56	(1.94)	0.44	(0.93)	1.05	(1.50)
Majority Faculty	475	1.45	(2.42)	1.39	(2.56)	0.01	(0.13)	0.03	(0.22)	0.53	(1.90)	0.51	(1.60)	0.69	(1.39)
Not US Citizen	23	2.73	(3.07)	2.26	(2.65)	0.00	(0.00)	0.00	(0.00)	0.82	(1.18)	0.27	(0.70)	1.10	(1.62)
US Citizen	502	1.38	(2.30)	1.34	(2.48)	0.02	(0.14)	0.04	(0.22)	0.52	(1.93)	0.51	(1.57)	0.70	(1.39)
Biological Science	491	1.46	(2.33)	1.40	(2.53)	0.02	(0.14)	0.03	(0.21)	0.55	(1.96)	0.45	(1.39)	0.69	(1.34)
Social Studies	32	1.19	(2.74) *	1.03	(1.69) *	0.00	(0.00)	0.07	(0.25)	0.27	(0.69) *	1.30	(2.91)	1.15	(2.17)
Clinical	263	0.65	(1.31) *	0.60	(1.35) *	0.02	(0.18)	0.03	(0.17)	0.39	(2.13)	0.35	(1.29) *	0.31	(0.75) *
CHS	261	2.24	(2.85)	2.17	(3.06)	0.00	(0.07)	0.04	(0.26)	0.69	(1.63)	0.68	(1.79)	1.11	(1.73)
Assistant Rank	245	1.14	(1.82) *	1.07	(1.79) *	0.01	(0.09)	0.02	(0.16)	0.32	(0.79)	0.41	(1.69) *	0.74	(1.48) *
Associate or Full Rank	279	1.70	(2.71)	1.66	(2.95)	0.02	(0.17)	0.05	(0.25)	0.72	(2.48)	0.59	(1.40)	0.69	(1.33)
Multiple Appointments	29	2.38	(4.50)	1.64	(2.09)	0.08	(0.41)	0.04	(0.20)	0.60	(1.12)	0.88	(1.42)	1.00	(2.13)
Single Appointment	493	1.39	(2.16)	1.37	(2.52)	0.01	(0.10)	0.04	(0.22)	0.53	(1.93)	0.48	(1.56)	0.70	(1.36)
Non-Mainstream Research	146	2.95	(3.01)	2.51	(3.20)	0.02	(0.15)	0.06	(0.26)	1.05	(2.33)	0.93	(2.08)	1.57	(1.85)
Mainstream Research	76	2.61	(2.84)	2.82	(3.45)	0.01	(0.12)	0.03	(0.17)	0.97	(3.54)	0.68	(2.09)	1.25	(1.64)

* Significant difference at *p*<.05.

Table W6b. Other Scholarly and Creative Works Submitted, Clinical/CHS Faculty Only (Full Codebook)

Miscellaneous

Other Work	N
Illeigible	1
Not applicable to the question (e.g., + sign)	1

Scholarly Publications, Presentations, Contributions

Other Work	N
Reviews, review articles	4
Monograph	3
Book reviews	1
Editor reviews, editor work	1
Journals (nonspecific)	1
Abstracts	5

Policy Materials

Other Work	N
Strategic plans	3
Standards documents, guidelines	2
Testimony, court briefs, legal information	2
IRB projects and activities	2

Other Publications and Contributions

Other Work	N
Online/web-based publications (e.g., websites, blogs)	2
Opinion, editorial, letter to editor, commentary, perspective pieces	3
Newspaper, bulletin, newsletter items	2
Government reports, supplements, newsletters	1
Magazines	1
Non-peer reviewed materials	2

Educational Materials and Publications

Other Work	N
Courses	2
CME activities, materials	1
Workshops	3
Web-based teaching materials (website, modules, tutorials)	3
Curricula development	4
Educational visual materials (Video, non-web based)	2
Seminars	2
Grand rounds presentations	2
Training manuals	1
Performance improvement activities and education	1

Conference and Meeting Presentations, Materials

Other Work	N
Poster	16
Conferences (general)	1
Presentations, talks, lectures	10
Organized conference, meeting, symposium	2
Program proposals	1

Professional Activities, Resulting Products

Other Work	N
Outreach	1
CAE	1
Community-based grant execution	1
Thesis	1
Inservice Exam	1

Table W7b. Hours in a Typical Work Week, Clinical/CHS Faculty Only

During an academic year, how many hours is your typical work week?

	N	Mean	Std. Dev.	
Total	537	51.70	(15.74)	
Women	267	49.18	(16.20)	*
Men	270	54.19	(14.88)	
Faculty of Color	51	54.04	(13.09)	
Majority Faculty	485	51.44	(15.99)	
Not US Citizen	24	51.79	(14.95)	
US Citizen	513	51.70	(15.79)	
Biological Science	502	52.10	(15.80)	
Social Studies	33	44.45	(12.45)	
Clinical	272	47.33	(16.26)	*
CHS	264	56.09	(13.79)	
Assistant Rank	244	50.49	(16.83)	*
Associate or Full Rank	293	52.71	(14.72)	
Multiple Appointments	29	51.48	(12.56)	
Single Appointment	505	51.59	(15.87)	
Non-Mainstream Research	147	57.97	(10.79)	
Mainstream Research	74	54.32	(13.92)	

* Significant difference at $p < .05$.

Table W8b. Academic Productivity, Clinical/CHS Faculty Only

As you think about how you spend your time in an academic year, what percent of your average work week do you spend on each of the following work-related activities?

	N	Teaching %	Teaching Std. Dev.	Meeting with students %	Std. Dev.	Scholarship/Research %	Std. Dev.	Administrative %	Std. Dev.	Committee work %	Std. Dev.	External consulting %	Std. Dev.	Clinical work %	Std. Dev.	Extension/Outreach %	Std. Dev.	Other work-related activities %	Std. Dev.
Total	546	15.96%	(19.55)	3.26%	(6.21)	7.29%	(12.83)	10.79%	(16.18)	2.92%	(4.09)	0.88%	(6.37)	54.28%	(31.51)	2.65%	(8.94)	2.01%	(10.04)
Women	272	18.42%	(22.20) *	3.14%	(4.38)	8.08%	(14.21)	9.81%	(15.83)	3.09%	(4.54)	0.70%	(7.07)	52.68%	(32.98)	2.50%	(9.28)	1.68%	(8.97)
Men	274	13.51%	(16.17)	3.39%	(7.60)	6.50%	(11.27)	11.76%	(16.49)	2.76%	(3.58)	1.05%	(5.60)	55.88%	(29.96)	2.81%	(8.60)	2.35%	(11.01)
Faculty of Color	52	13.90%	(16.39)	3.25%	(4.87)	7.13%	(12.70)	8.62%	(13.07)	3.00%	(4.23)	0.62%	(2.13)	60.00%	(28.99)	2.25%	(5.04)	1.25%	(5.98)
Majority Faculty	493	16.19%	(19.87)	3.27%	(6.34)	7.30%	(12.87)	11.04%	(16.48)	2.92%	(4.08)	0.91%	(6.67)	53.63%	(31.74)	2.70%	(9.26)	2.10%	(10.39)
Not US Citizen	24	11.38%	(9.93) *	5.13%	(11.79)	10.17%	(15.51)	4.79%	(5.94) *	2.21%	(3.11)	0.42%	(1.41)	59.38%	(29.45)	6.00%	(13.26)	0.63%	(3.06)
US Citizen	522	16.17%	(19.86)	3.18%	(5.83)	7.16%	(12.70)	11.07%	(16.45)	2.96%	(4.12)	0.90%	(6.51)	54.05%	(31.61)	2.50%	(8.68)	2.08%	(10.25)
Biological Science	311	13.88%	(17.21)	2.65%	(5.31)	7.13%	(12.70)	10.74%	(16.06)	2.74%	(3.78)	0.91%	(6.58)	57.44%	(29.76)	2.55%	(9.09)	2.00%	(10.18)
Social Studies	34	47.09%	(25.82)	12.65%	(10.14)	9.91%	(14.76)	11.65%	(18.32) *	5.65%	(6.86) *	0.35%	(1.23)	6.32%	(13.44) *	4.29%	(6.25)	2.32%	(8.07)
Clinical	278	17.60%	(23.08) *	2.89%	(5.70)	3.21%	(6.70) *	9.36%	(17.04) *	2.54%	(4.23) *	0.60%	(5.06)	59.20%	(35.62) *	2.86%	(10.61)	1.75%	(10.03)
CHS	267	14.22%	(14.90)	3.67%	(6.69)	11.56%	(15.96)	12.30%	(15.15)	3.31%	(3.90)	1.17%	(7.51)	49.07%	(25.68)	2.45%	(6.80)	2.30%	(10.09)
Assistant Rank	257	14.28%	(18.66) *	2.97%	(6.88)	7.44%	(13.74) *	7.87%	(12.92) *	2.22%	(3.63) *	0.46%	(4.41)	59.89%	(31.16) *	2.53%	(10.13)	2.38%	(11.82)
Associate or Full Rank	289	17.45%	(20.22)	3.53%	(5.53)	7.15%	(11.99)	13.39%	(18.24)	3.55%	(4.36)	1.25%	(7.70)	49.30%	(31.03)	2.76%	(7.74)	1.69%	(8.15)
Multiple Appointments	28	25.79%	(22.94) *	4.11%	(5.00)	8.93%	(18.55)	17.36%	(22.46)	4.25%	(4.91)	0.61%	(2.10)	36.25%	(29.12) *	2.61%	(4.77)	0.18%	(0.94) *
Single Appointment	514	15.42%	(19.27)	3.23%	(6.28)	7.22%	(12.49)	10.46%	(15.75)	2.85%	(4.04)	0.90%	(6.54)	55.19%	(31.41)	2.66%	(9.13)	2.12%	(10.32)
Non-Mainstream Research	146	15.22%	(15.60)	4.27%	(5.99)	15.36%	(17.67)	11.73%	(16.41)	3.45%	(3.78)	0.35%	(1.26)	43.42%	(26.08)	2.20%	(3.81)	4.05%	(13.89)
Mainstream Research	78	14.92%	(16.81)	5.00%	(9.69)	11.67%	(16.02)	10.29%	(11.73)	3.23%	(3.04)	1.14%	(3.89)	47.88%	(28.06)	4.03%	(13.16)	1.82%	(6.81)

* Significant difference at *p* <.05.

Table W9b. Other Work-Related Activities, Clinical/CHS Faculty Only (Full Codebook)

Service

Other Work	N
Professional organization/society service	1
Government agency service (state or federal)	1
Community service, outreach	1

External Relationships

Other Work	N
Medical director, external facility	2

Grantsmanship

Other Work	N
Grant Administration	2

Administrative and Clerical Work

Other Work	N
Email	2
General clerical/secretarial/administrative/ organizational	2
Bureaucracy/bureaucratic work	1
Electronic medical records	1
Editing dictations	1

Campus Activities

Other Work	N
General meetings	1
Committee work	1

Research and Collaboration

Other Work	N
Managing collaboration, cross-disciplinary research	1
Non-profit research	1
Research design	1
Research activities (general)	13
Clinical research	3

Peer Relationships

Other Work	N
Supervising residents, clinical supervision	2
Consulting with peers	1
Residency committee, leadership	1

Miscellaneous

Other Work	N
Checked the item, did not provide open-ended data	2
Legal work	1
Providing continuing education	1

Clinical Care

Other Work	N
Clinical patient care	2
Practice improvement	2
Coordinating clinical services	1
Non-patient clinical work (public health)	1
Hospice	1

Table W10b. Reasonableness of Workload, Clinical/CHS Faculty Only

In the current academic year, overall, how would you rate the reasonableness of your workload?

	N	Mean	Std. Dev.	
Total	538	3.59	(0.65)	
Women	268	3.66	(0.64)	*
Men	270	3.51	(0.65)	
Faculty of Color	50	3.70	(0.74)	
Majority Faculty	487	3.58	(0.64)	
Not US Citizen	25	3.48	(0.51)	
US Citizen	513	3.59	(0.66)	
Biological Science	502	3.59	(0.65)	
Social Studies	34	3.56	(0.61)	*
Clinical	274	3.54	(0.64)	
CHS	263	3.64	(0.65)	
Assistant Rank	253	3.52	(0.62)	
Associate or Full Rank	285	3.65	(0.67)	
Multiple Appointments	28	3.75	(0.75)	
Single Appointment	507	3.58	(0.64)	
Non-Mainstream Research	145	3.68	(0.65)	
Mainstream Research	74	3.70	(0.66)	

* Significant difference at $p<.05$.

Section 4: Detailed Results by Topic

F. Climate

In this section, we asked faculty to assess their interactions with colleagues and others in their departments and to provide their levels of satisfaction with those interactions, and to gauge the overall climate, the climate for Women, and the climate for Faculty of Color at the departmental and school or college levels.

Climate Summary

Climate Summary

This section was designed to explore faculty members' experiences in their departments in terms of climate, which is defined by the Campus Climate Network Group (2002) as "*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.*" While the faculty as a whole reports a fairly positive climate overall, the experiences of a few groups stand out as substantially more negative than others. The climate scores for Women faculty were consistently more negative than that of the comparison group (Men faculty) for all measures and significantly so for the majority of measures. We also found that in particular areas, Faculty of Color, US Citizens, Clinical, Assistant Rank, and Non-Mainstream faculty experienced climate differently than their comparison groups.

Climate Specifics

We asked faculty members to think about the ways in which they interact with colleagues and others in their departments, how satisfied they are with interactions with colleagues and others in their departments, departmental decision-making processes, and specific areas of climate at the department and school or college levels. For the questions of general interactions with colleagues and others in their department, the faculty were given five answer choices: "Very often", "Often", "Sometimes", "Rarely", and "Never." When asked about their levels of satisfaction with elements of their interactions with colleagues and others in their department, which were very similar to the items in the previous question group, respondents were again given five answer choices: "Extremely", "Very", "Somewhat", "A little", and "Not at all". The question group response choices asking about participation in decision-making processes in the department included "Almost always", "Often", "Sometimes", "Rarely", and "Never". Each of the above three question groups included an "NA" option, which we coded as missing data. Finally, faculty were asked about the climate overall, for Women faculty, and for Faculty of Color at both the departmental and school or college levels. The response choices for these items included "Very positive", "Positive", "Mediocre", "Negative", and "Very negative". We also provided a "Don't know" option, which we coded as missing data.

Results for faculty members' perception of the respectfulness of their interactions with colleagues and others in their departments are shown in Tables DC1b and DC2b. Overall, the faculty reports that they are often or very often treated respectfully within their department by their colleagues, students, staff, and chairs (mean scores of 4.42, 4.67, 4.58, and 4.28, respectively). Some faculty groups, however, have different and more negative interpretations of their departmental climate. Women faculty's scores are more negative than those of Men faculty on all of these measures, significantly so for the majority of measures. Faculty members of Color report being treated with less respect by staff (mean score of 4.27 versus 4.61). Faculty members who are Not US Citizens were more likely to say that their department chair treats them with respect (mean score of 4.74 versus 4.26), and less likely to say that they do work that is not formally recognized by their department (mean score of 3.00 versus 3.36) when compared to faculty members who are US Citizens. Assistant Rank faculty members are less likely to do work that is not formally recognized by their departments when compared to Associate or Full Rank faculty (mean score of 3.10 versus 3.56). Non-Mainstream faculty members have the opposite experience for this item, however, and Mainstream faculty members are more likely to do work that is formally recognized (mean score of 3.48 versus 3.16). Finally, Clinical faculty members feel that their department colleagues solicit their opinions about work-related matter less often than those of CHS faculty members (mean score of 3.52 versus 3.73).

Results for faculty members' satisfaction with their interactions with colleagues and others in their departments are shown in Tables DC3b and DC4b. Faculty members overall are somewhat to very satisfied with their experiences in their department that contribute to climate. As with the previous group of questions, however, some groups have had more negative experiences than others. Women faculty again reported more negative

scores than Men faculty for nearly every measure in this question group, significantly so for all but three. Faculty of Color are less able to navigate unwritten rules in their departments (mean score of 3.10 versus 3.51) and feel that they have to work harder to be perceived as a legitimate scholar (mean score of 3.12 versus 2.65) compared to Majority Faculty. Clinical faculty members feel that their research and scholarship are less valued when compared to CHS faculty (mean score of 2.73 versus 2.96). Clinical faculty members are more comfortable in raising personal and family responsibilities when scheduling compared to CHS faculty (mean score of 3.26 versus 3.03). Faculty members in the Non-Mainstream group feel that their research and scholarship are less valued (mean score of 2.90 versus 3.20) and that they fit less well in the departments (mean score of 3.44 versus 3.79) compared to Mainstream faculty members.

Results for faculty members' perceptions of the decision-making process in their departments are shown in Table DC5b. In general, the faculty feel at least "sometimes" that they have a voice in decisions that affect departmental directions (mean score of 2.99), that all participants are able to share their views (mean score of 3.71), and that committee assignments rotate fairly (mean score of 3.32). Several of the same groups as above reported significantly and lower scores than others in this area of climate. Women faculty members feel they have less departmental voice than Men faculty, again reporting a more negative climate for this question group on all measures. Faculty of Color feel they have less voice in resource allocation (mean score of 2.14 versus 2.45) and are less likely to say that all meeting participants are allowed to share their views (mean score of 3.35 versus 3.75) when compared to Majority Faculty. Faculty members of Assistant Rank feel that they have less voice in decisions that affect departmental directions (mean score of 2.81 versus 3.14) and less voice in resource allocation (mean score of 2.25 versus 2.56) than faculty members of Associate or Full Rank.

Results showing the faculty's perception of climate overall, for Women faculty, and for Faculty of Color are shown in Tables DC6b and DC7b. At the department (mean score of 3.75) and school or college (mean score of 3.82) levels, faculty feel that the overall climate was positive. As in all other question groups in this section, Women faculty report a significantly more negative climate than Men faculty. Few other differences emerged, however. Clinical faculty members felt that the climate for women was more positive at the department (mean score of 4.02 versus 3.74) and school or college (mean score of 4.07 versus 3.82) levels compared to CHS faculty. Assistant Rank faculty members also felt that the climate for women was more positive at the school or college level (mean score of 4.05 versus 3.85) when compared to Associate or Full Rank faculty.

Table DC1b. Treated With Respect, CHS/Clinical Faculty Only

Thinking about interactions with colleagues and others in your department, how often….

	N	…are you treated with respect by colleagues?		…are you treated with respect by students?		…are you treated with respect by staff?		…are you treated with respect by your department chair?	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	551	4.42	(0.73)	4.67	(0.54)	4.58	(0.62)	4.28	(0.94)
Women	276	4.30	(0.80) *	4.63	(0.56)	4.48	(0.69) *	4.28	(0.91)
Men	275	4.54	(0.63)	4.70	(0.51)	4.68	(0.53)	4.29	(0.97)
Faculty of Color	53	4.32	(0.83)	4.50	(0.65)	4.27	(0.82) *	4.11	(1.09)
Majority Faculty	497	4.43	(0.72)	4.68	(0.52)	4.61	(0.59)	4.30	(0.92)
Not US Citizen	24	4.67	(0.56)	4.82	(0.39)	4.71	(0.55)	4.74	(0.45) *
US Citizen	527	4.41	(0.74)	4.66	(0.54)	4.58	(0.62)	4.26	(0.95)
Biological Science	515	4.43	(0.73)	4.66	(0.54)	4.58	(0.62)	4.26	(0.95)
Social Studies	34	4.26	(0.75)	4.74	(0.45)	4.59	(0.61)	4.50	(0.67)
Clinical	280	4.40	(0.75)	4.67	(0.56)	4.58	(0.64)	4.31	(0.92)
CHS	270	4.43	(0.72)	4.66	(0.51)	4.59	(0.61)	4.25	(0.96)
Assistant Rank	257	4.42	(0.70)	4.65	(0.54)	4.58	(0.61)	4.35	(0.89)
Associate or Full Rank	294	4.41	(0.76)	4.68	(0.54)	4.58	(0.63)	4.22	(0.97)
Multiple Appointments	29	4.45	(0.74)	4.66	(0.55)	4.66	(0.72)	4.04	(1.04)
Single Appointment	519	4.41	(0.74)	4.67	(0.54)	4.58	(0.61)	4.29	(0.93)
Non-Mainstream Research	147	4.40	(0.72)	4.60	(0.52)	4.56	(0.66)	4.30	(0.85)
Mainstream Research	78	4.46	(0.66)	4.57	(0.62)	4.57	(0.62)	4.32	(0.85)

* Significant difference at *p*<.05.

Thinking about interactions with colleagues and others in your department, how often….

	N	…do you feel excluded from an informal network in your department?		…do your department colleagues solicit your opinions about work-related matters?		…do you do work that is not formally recognized by your department?		…do you feel isolated in your department?		…do you feel isolated on the UW campus overall?	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	551	2.66	(1.21)	3.63	(0.92)	3.35	(1.09)	2.52	(1.17)	2.73	(1.23)
Women	276	2.83	(1.24) *	3.51	(0.96) *	3.35	(1.09)	2.65	(1.18) *	2.82	(1.28)
Men	275	2.49	(1.16)	3.74	(0.88)	3.34	(1.08)	2.39	(1.15)	2.64	(1.18)
Faculty of Color	53	2.76	(1.24)	3.58	(0.95)	3.06	(1.32)	2.75	(1.31)	2.98	(1.55)
Majority Faculty	497	2.66	(1.21)	3.63	(0.92)	3.38	(1.05)	2.50	(1.15)	2.70	(1.19)
Not US Citizen	24	2.46	(1.18)	3.83	(0.96)	3.00	(0.69) *	2.16	(0.94)	2.46	(0.88)
US Citizen	527	2.67	(1.21)	3.62	(0.92)	3.36	(1.10)	2.54	(1.18)	2.74	(1.25)
Biological Science	515	2.66	(1.21)	3.62	(0.91)	3.33	(1.09)	2.50	(1.16)	2.71	(1.22)
Social Studies	34	2.68	(1.22)	3.74	(1.14)	3.52	(1.03)	2.76	(1.28)	2.91	(1.40)
Clinical	280	2.69	(1.24)	3.52	(0.99) *	3.30	(1.15)	2.55	(1.18)	2.75	(1.23)
CHS	270	2.64	(1.18)	3.73	(0.85)	3.39	(1.02)	2.50	(1.17)	2.70	(1.24)
Assistant Rank	257	2.57	(1.16)	3.54	(0.92)	3.10	(1.13) *	2.48	(1.12)	2.68	(1.17)
Associate or Full Rank	294	2.74	(1.25)	3.70	(0.93)	3.56	(1.00)	2.55	(1.22)	2.77	(1.29)
Multiple Appointments	29	2.82	(1.28)	3.66	(0.97)	3.45	(0.91)	2.71	(1.15)	2.93	(1.24)
Single Appointment	519	2.65	(1.20)	3.62	(0.92)	3.34	(1.10)	2.51	(1.17)	2.71	(1.23)
Non-Mainstream Research	147	2.64	(1.20)	3.63	(0.87)	3.48	(1.04) *	2.53	(1.12)	2.60	(1.11)
Mainstream Research	78	2.47	(1.10)	3.86	(0.94)	3.16	(1.00)	2.30	(1.08)	2.53	(1.14)

* Significant difference at *p*<.05.

Table DC3b. Interactions with Department Chair, CHS/Clinical Faculty Only

Thinking about interactions with colleagues and others in your department ….

	N	How satisfied are you with your chair's effort to create a collegial environment?		How satisfied are you with your chair's effort to obtain resources for you?		
		Mean	Std. Dev.	Mean	Std. Dev.	
Total	547	3.36	(1.16)	3.10	(1.16)	
Women	277	3.27	(1.17)	3.00	(1.17)	
Men	270	3.45	(1.14)	3.20	(1.15)	
Faculty of Color	53	3.25	(1.25)	3.00	(1.20)	
Majority Faculty	493	3.37	(1.15)	3.11	(1.16)	
Not US Citizen	25	3.40	(1.12)	2.92	(1.08)	
US Citizen	522	3.36	(1.16)	3.11	(1.17)	
Biological Science	512	3.37	(1.16)	3.10	(1.17)	
Social Studies	34	3.21	(1.07)	3.03	(1.00)	
Clinical	276	3.35	(1.17)	3.06	(1.16)	
CHS	270	3.37	(1.15)	3.13	(1.16)	
Assistant Rank	255	3.44	(1.10)	3.21	(1.15)	*
Associate or Full Rank	292	3.29	(1.20)	3.01	(1.16)	
Multiple Appointments	28	3.04	(1.17)	2.79	(1.20)	
Single Appointment	517	3.38	(1.15)	3.12	(1.16)	
Non-Mainstream Research	147	3.42	(1.04)	3.15	(1.11)	
Mainstream Research	78	3.44	(1.13)	3.11	(1.20)	

* Significant difference at $p < .05$.

Table DC4b. Interactions with Colleagues, CHS/Clinical Faculty Only

Thinking about interactions with colleagues and others in your department ….

	N	How well are you able to navigate unwritten rules? Mean	Std. Dev.		How reluctant are you to voice concerns? Mean	Std. Dev.		How valued is your research and scholarship? Mean	Std. Dev.		How valued by your colleagues is your clinical practice? Mean	Std. Dev.		How much harder do you have to work to be perceived as a legitimate scholar? Mean	Std. Dev.		How comfortable are you raising personal responsibilities when scheduling? Mean	Std. Dev.		How well do you fit into your department? Mean	Std. Dev.	
Total	547	3.48	(0.99)		2.44	(1.28)		2.87	(0.95)		3.68	(0.96)		2.69	(1.27)		3.15	(1.11)		3.59	(0.93)	
Women	277	3.38	(0.97)	*	2.70	(1.29)	*	2.72	(0.91)	*	3.59	(1.00)		2.97	(1.22)	*	3.01	(1.07)	*	3.46	(0.93)	*
Men	270	3.57	(1.00)		2.20	(1.23)		3.02	(0.97)		3.76	(0.91)		2.41	(1.26)		3.29	(1.13)		3.71	(0.91)	
Faculty of Color	53	3.10	(1.10)	*	2.83	(1.54)		3.06	(1.00)		3.80	(0.83)		3.12	(1.27)	*	3.17	(1.25)		3.43	(0.91)	
Majority Faculty	493	3.51	(0.97)		2.41	(1.25)		2.85	(0.94)		3.66	(0.97)		2.65	(1.27)		3.14	(1.09)		3.60	(0.93)	
Not US Citizen	25	3.26	(1.14)		2.43	(1.04)		3.44	(0.63)	*	3.76	(0.83)		2.43	(1.24)		3.20	(1.08)		3.84	(0.69)	
US Citizen	522	3.48	(0.98)		2.45	(1.29)		2.85	(0.96)		3.67	(0.97)		2.70	(1.28)		3.15	(1.11)		3.57	(0.94)	
Biological Science	512	3.49	(0.99)		2.43	(1.27)		2.87	(0.95)		3.71	(0.93)		2.67	(1.28)		3.14	(1.12)		3.60	(0.93)	
Social Studies	34	3.21	(0.93)		2.65	(1.39)		2.91	(1.04)		3.04	(1.29)	*	3.07	(1.10)		3.27	(0.91)		3.45	(1.00)	
Clinical	276	3.41	(1.03)		2.40	(1.24)		2.73	(1.02)	*	3.59	(0.99)		2.74	(1.26)		3.26	(1.05)	*	3.63	(0.93)	
CHS	270	3.54	(0.94)		2.49	(1.32)		2.96	(0.90)		3.75	(0.92)		2.65	(1.29)		3.03	(1.15)		3.54	(0.93)	
Assistant Rank	255	3.41	(1.01)		2.41	(1.23)		2.85	(0.93)		3.66	(0.90)		2.78	(1.24)		3.13	(1.12)		3.62	(0.84)	
Associate or Full Rank	292	3.53	(0.97)		2.48	(1.33)		2.89	(0.97)		3.69	(1.01)		2.62	(1.30)		3.17	(1.10)		3.56	(1.00)	
Multiple Appointments	28	3.48	(1.16)		2.85	(1.35)		2.91	(1.08)		3.59	(1.01)		2.81	(1.21)		3.11	(1.12)		3.52	(1.09)	
Single Appointment	517	3.48	(0.98)		2.42	(1.27)		2.87	(0.95)		3.68	(0.96)		2.68	(1.28)		3.15	(1.11)		3.59	(0.92)	
Non-Mainstream Research	147	3.52	(0.90)		2.54	(1.30)		2.90	(0.85)	*	3.58	(0.90)		2.74	(1.30)		3.03	(1.12)		3.44	(0.92)	*
Mainstream Research	78	3.53	(1.09)		2.28	(1.29)		3.20	(0.92)		3.82	(0.98)		2.80	(1.35)		3.07	(1.15)		3.79	(0.89)	

* Significant difference at p<.05.

Table DC5b. Departmental Decision-Making, CHS/Clinical Faculty Only

Thinking about your participation in the decision-making process in your department, how often….

	N	Do you have a voice in decisions that affect departmental directions?			Do you have a voice in resource allocation?			Do meetings allow all participants to share their views?			Do committee assignments rotate fairly?		Does your department chair involve you in decision-making?		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	Mean	Std. Dev.	
Total	541	2.99	(1.05)		2.42	(1.03)		3.71	(0.97)		3.32	(1.03)	2.81	(1.12)	
Women	269	2.80	(1.03)	*	2.23	(0.95)	*	3.58	(0.98)	*	3.26	(1.04)	2.68	(1.09)	*
Men	272	3.17	(1.05)		2.60	(1.08)		3.84	(0.93)		3.37	(1.01)	2.93	(1.14)	
Faculty of Color	50	2.74	(1.21)		2.14	(1.07)	*	3.35	(1.15)	*	3.24	(0.98)	2.56	(1.13)	
Majority Faculty	490	3.01	(1.04)		2.45	(1.02)		3.75	(0.94)		3.33	(1.03)	2.83	(1.12)	
Not US Citizen	25	2.96	(0.86)		2.29	(0.75)		3.88	(0.78)		3.24	(0.97)	2.96	(1.02)	
US Citizen	517	2.99	(1.06)		2.42	(1.04)		3.70	(0.97)		3.32	(1.03)	2.80	(1.12)	
Biological Science	506	2.98	(1.06)		2.43	(1.04)		3.71	(0.98)		3.31	(1.03)	2.80	(1.12)	
Social Studies	33	3.09	(0.95)		2.21	(0.93)		3.67	(0.82)		3.56	(0.89)	2.88	(1.07)	
Clinical	269	2.99	(1.06)		2.37	(1.05)		3.79	(0.97)		3.37	(1.03)	2.78	(1.15)	
CHS	271	2.98	(1.04)		2.46	(1.02)		3.64	(0.96)		3.27	(1.02)	2.83	(1.08)	
Assistant Rank	250	2.81	(1.00)	*	2.25	(0.93)	*	3.69	(0.93)		3.40	(0.96)	2.73	(1.07)	
Associate or Full Rank	291	3.14	(1.07)		2.56	(1.09)		3.74	(1.00)		3.26	(1.06)	2.87	(1.16)	
Multiple Appointments	28	3.15	(1.03)		2.52	(0.85)		3.63	(0.93)		3.22	(1.00)	2.82	(0.98)	
Single Appointment	511	2.98	(1.05)		2.42	(1.04)		3.72	(0.97)		3.33	(1.02)	2.81	(1.12)	
Non-Mainstream Research	148	2.97	(1.03)		2.45	(0.95)		3.66	(0.92)		3.43	(0.99)	2.86	(1.02)	
Mainstream Research	78	3.09	(1.05)		2.51	(1.05)		3.78	(0.89)		3.48	(1.08)	2.95	(1.11)	

* Significant difference at *p*<.05.

Table DC6b. Climate in Department, CHS/Clinical Faculty Only

In my department…

	N	The overall climate is…		The climate for women is…		The climate for faculty of color is….	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	540	3.75	(0.91)	3.89	(0.92)	3.92	(0.79)
Women	272	3.64	(0.90) *	3.71	(0.97) *	3.78	(0.83) *
Men	268	3.86	(0.92)	4.09	(0.81)	4.05	(0.72)
Faculty of Color	52	3.60	(0.96)	3.83	(0.96)	3.70	(0.95)
Majority Faculty	487	3.76	(0.91)	3.89	(0.91)	3.96	(0.75)
Not US Citizen	25	3.80	(0.82)	4.00	(0.82)	3.82	(0.81)
US Citizen	515	3.75	(0.92)	3.88	(0.92)	3.93	(0.79)
Biological Science	504	3.76	(0.91)	3.87	(0.92)	3.94	(0.79)
Social Studies	34	3.65	(0.88)	4.13	(0.72)	3.71	(0.76)
Clinical	270	3.76	(0.90)	4.02	(0.88) *	4.00	(0.76)
CHS	269	3.73	(0.93)	3.74	(0.94)	3.83	(0.80)
Assistant Rank	249	3.83	(0.83)	3.94	(0.89)	3.94	(0.75)
Associate or Full Rank	291	3.68	(0.98)	3.84	(0.94)	3.91	(0.81)
Multiple Appointments	28	3.57	(1.03)	3.81	(0.79)	3.86	(0.79)
Single Appointment	509	3.76	(0.90)	3.89	(0.92)	3.92	(0.79)
Non-Mainstream Research	148	3.65	(0.93)	3.78	(0.92)	3.83	(0.80)
Mainstream Research	78	3.86	(0.77)	3.91	(0.82)	3.88	(0.84)

* Significant difference at *p*<.05.

Table DC7b. Climate in School/College, CHS/Clinical Faculty Only

In my school or college…

	N	The overall climate is…			The climate for women is…			The climate for faculty of color is….		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	540	3.82	(0.78)		3.94	(0.77)		3.86	(0.79)	
Women	272	3.68	(0.83)	*	3.77	(0.81)	*	3.74	(0.83)	*
Men	268	3.96	(0.72)		4.11	(0.68)		3.95	(0.75)	
Faculty of Color	52	3.83	(0.80)		3.92	(0.84)		3.76	(0.95)	
Majority Faculty	487	3.82	(0.78)		3.94	(0.76)		3.88	(0.76)	
Not US Citizen	25	4.00	(0.75)		4.12	(0.70)		3.93	(0.73)	
US Citizen	515	3.82	(0.78)		3.93	(0.77)		3.86	(0.79)	
Biological Science	504	3.85	(0.76)		3.93	(0.77)		3.86	(0.79)	
Social Studies	34	3.48	(0.99)		4.04	(0.77)		3.83	(0.78)	
Clinical	270	3.82	(0.84)		4.07	(0.75)	*	3.92	(0.79)	
CHS	269	3.83	(0.72)		3.82	(0.77)		3.80	(0.79)	
Assistant Rank	249	3.90	(0.69)		4.05	(0.63)	*	3.93	(0.69)	
Associate or Full Rank	291	3.77	(0.85)		3.85	(0.85)		3.82	(0.85)	
Multiple Appointments	28	3.58	(0.83)		3.67	(0.87)		3.74	(0.99)	
Single Appointment	509	3.84	(0.78)		3.95	(0.76)		3.87	(0.77)	
Non-Mainstream Research	148	3.74	(0.72)		3.89	(0.75)		3.81	(0.82)	
Mainstream Research	78	3.74	(0.86)		3.91	(0.68)		3.87	(0.69)	

* Significant difference at $p < .05$.

Section 4: Detailed Results by Topic

G. Diversity

Questions in this section asked about CHS/Clinical faculty members' perceptions of the commitment to diversity at UW-Madison, as well as the extent to which they engaged in an action to increase the diversity of faculty, staff, and students at the institution.

Diversity Summary

Diversity Summary

In this section, we asked the faculty about the extent to which they felt there was a commitment to diversity in their individual departments and at UW-Madison, and about their own level of personal commitment to diversity.

Diversity Specifics

In this section we asked CHS/Clinical faculty members a series of questions regarding the perceived commitment to diversity at UW-Madison, in which diversity was defined broadly as "race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another." Response choices for these questions included "Strongly agree", "Somewhat agree", "Slightly agree", "Neither agree nor disagree", "Slightly disagree", "Somewhat disagree", and "Strongly disagree". We also asked the faculty whether they had intentionally engaged in an action to increase the diversity of the faculty, staff, or student bodies in the last six months. The answer choices to this question were "Yes" and "No".

Results for faculty members' agreement with statements about commitment to diversity at UW-Madison, as well as whether they themselves had engaged in any behavior to increase diversity, are shown in Table D1b. Overall, the faculty slightly to somewhat agree with the statements that commitment to diversity is demonstrated at the department level (mean score of 4.99) and at the campus level (mean score of 5.29). The faculty somewhat to strongly agree that they are personally committed to increasing the diversity of faculty, staff, and students at UW-Madison (mean score of 5.88), but only 38.22% indicate that they have intentionally engaged in an action toward that goal in the last six months.

We found a number of differences across the different faculty groups. Women faculty members report seeing less commitment to diversity in their departments (mean score of 4.72 versus 5.26) and at UW-Madison (mean score of 5.06 versus 5.52), and are slightly (but not significantly) more committed to increasing diversity themselves than Men faculty (mean score of 5.92 versus 5.83). Women faculty also engaged in slightly more intentional actions to increase diversity on the campus than Men (39.33% versus 37.13%). Faculty members of Color also report seeing less commitment to diversity at the departmental (mean score of 4.42 versus 5.06) and campus (mean score of 4.86 versus 5.53) levels, and are very slightly (but not significantly) less committed to increasing the diversity than Majority Faculty members (mean score of 5.86 versus 5.88). Faculty members in the Social Studies division report more personal commitment to increasing diversity (mean score of 6.38 versus 5.84) and engaged in more behavior geared toward achieving this goal (78.13% versus 35.84%) than faculty members in the Biological Sciences division. Finally, Assistant Rank faculty members report engaging in fewer actions to increase diversity than Associate or Full Rank faculty members (32.67% versus 43.06%).

Table D1b. Commitment to Diversity, CHS/Clinical Faculty Only

Agreement with the following statements about commitment to diversity at UW-Madison.

	N	Commitment to diversity is demonstrated in my department.			Commitment to diversity is demonstrated at the UW-Madison.			I am committed to increasing the diversity of faculty, staff and students at UW-Madison.			In the last 6 months, I have intentionally engaged in an action to increase diversity.		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		% Agree	Std. Dev.	
Total	546	4.99	(1.70)		5.29	(1.45)		5.88	(1.25)		38.22%	(48.64)	
Women	271	4.72	(1.72)	*	5.06	(1.47)	*	5.92	(1.20)		39.33%	(48.94)	
Men	275	5.26	(1.64)		5.52	(1.39)		5.83	(1.29)		37.13%	(48.40)	
Faculty of Color	52	4.42	(2.10)	*	4.83	(1.77)	*	5.86	(1.13)		38.00%	(49.03)	
Majority Faculty	493	5.06	(1.64)		5.34	(1.40)		5.88	(1.26)		38.32%	(48.67)	
Not US Citizen	23	5.00	(1.57)		5.48	(1.34)		6.00	(1.06)		20.00%	(40.82)	
US Citizen	523	4.99	(1.71)		5.28	(1.45)		5.87	(1.25)		39.11%	(48.85)	
Biological Science	510	4.98	(1.71)		5.28	(1.46)		5.84	(1.25)		35.84%	(48.00)	
Social Studies	34	5.26	(1.48)		5.35	(1.25)		6.38	(1.02)	*	78.13%	(42.00)	*
Clinical	277	5.05	(1.70)		5.24	(1.44)		5.86	(1.28)		36.26%	(48.16)	
CHS	268	4.93	(1.70)		5.33	(1.46)		5.89	(1.22)		40.38%	(49.16)	
Assistant Rank	254	5.05	(1.62)		5.35	(1.43)		5.93	(1.21)		32.67%	(46.99)	*
Associate or Full Rank	292	4.95	(1.77)		5.24	(1.46)		5.83	(1.27)		43.06%	(49.60)	
Multiple Appointments	29	4.76	(1.79)		5.10	(1.76)		5.90	(1.26)		51.72%	(50.85)	
Single Appointment	514	5.01	(1.70)		5.30	(1.43)		5.88	(1.25)		37.67%	(48.50)	
Non-Mainstream Research	148	4.89	(1.73)		5.31	(1.42)		6.04	(1.09)		46.94%	(50.08)	
Mainstream Research	78	5.17	(1.57)		5.50	(1.27)		5.99	(1.20)		44.74%	(50.05)	

* Significant difference at $p<.05$.

Section 4: Detailed Results by Topic

H. Mentoring

This section included questions about the frequency with which UW-Madison CHS/Clinical faculty meet with their official or unofficial mentors, inside and outside of their departments, and about the adequacy of their mentoring experience.

Mentoring Summary

Mentoring Summary
This section was designed to explore the extent to which UW-Madison faculty meet with their official department mentors, other mentors within their department, and finally with other mentors outside their departments during the academic year. As a whole, approximately forty percent of the faculty report having never met with their departmental mentors and half of the respondents had not met with any mentors outside of their departments in the last academic year; less than half of the faculty members feel that they receive adequate mentoring at the institution.

CHS/Clinical Faculty Mentoring at UW-Madison
In this section, we asked CHS/Clinical faculty members how often they met with their mentors, inside and outside of their departments in the academic year. The response choices for these items included "Daily", "Weekly", "Monthly", "Once per semester", "Annually", and "Less than annually". There was also a "Never or no mentor" choice. They were also asked if they received adequate mentoring while at UW-Madison. The response choices for this question were "Yes", "No", and "Not applicable".

Results for the frequency of faculty meetings with their mentors in the academic year are shown in Tables M1b and M2b, and the faculty's perceptions of whether they received adequate mentoring are shown in Table M3b. On average, faculty members met 12.32 times with their official department mentors, 21.72 times with other mentors in their departments, and 25.36 times with mentors outside their departments. Substantial proportions of the faculty report that they had not met with a mentor in the last academic year in each of the three categories: official department mentor (36.38%), other department mentors (40.00%), and mentors outside the department (51.28%). Less than half of the faculty feels that they receive adequate mentoring at UW-Madison (45.03%).

A few differences did emerge in the data for this section, according to gender, race and ethnicity, citizenship status, division, and Rank status. Women faculty members report approximately the same number of mentoring meetings as Men. Women have a slightly lower tendency to meet with mentors in all categories, among those who participate in mentoring, but the differences were not significant. Women faculty members are less likely to feel that they receive adequate mentoring at UW-Madison than Men faculty (38.40% versus 52.31%). Faculty members of Color have fewer meetings with mentors outside their departments compared to Majority Faculty members (average of 5.00 versus 27.38). Compared to faculty members who are US Citizens, those who are Not US Citizens report an interesting frequency of meetings with mentors, in that they have significantly fewer meetings with their official department mentors (average of 2.57 versus 12.73) and with mentors outside their departments (average of 2.22 versus 26.17), but have a higher (non-significant) number of meetings with other mentors in their departments (average of 34.54 versus 21.19). In the divisions, faculty members in Social Studies are most likely to say that they never meet with mentors outside of their department compared to those in the Biological Sciences division (57.65% versus 50.20%). Finally, Clinical faculty members are more likely to say that they never meet with or have no mentor in all three of the provided categories when compared to CHS faculty members.

Table M1b. Meeting With Mentors at UW-Madison**, CHS/Clinical Faculty Only

This academic year at UW-Madison, how often do you….

	N	…meet with official mentors in your department?		…meet with other mentors within your department?		…meet with other mentors outside your department?	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	348	12.32	(55.15)	21.72	(68.91)	25.36	(86.45)
Women	172	10.05	(48.54)	17.19	(57.66)	24.65	(84.14)
Men	176	14.53	(60.99)	26.16	(78.33)	25.99	(88.70)
Faculty of Color	31	15.06	(65.63)	26.83	(68.59)	5.00	(10.86) *
Majority Faculty	316	12.08	(54.22)	21.25	(69.15)	27.38	(90.34)
Not US Citizen	14	2.57	(4.03) *	34.54	(100.30)	2.22	(3.73) *
US Citizen	334	12.73	(56.26)	21.19	(67.47)	26.17	(87.84)
Biological Science	328	12.57	(56.68)	21.53	(68.20)	25.01	(85.72)
Social Studies	19	8.58	(15.99)	25.26	(83.13)	35.64	(109.34)
Clinical	145	14.46	(60.31)	23.58	(75.04)	17.17	(71.42)
CHS	203	10.79	(51.26)	20.39	(64.36)	30.38	(94.33)
Assistant Rank	173	12.95	(55.41)	18.63	(51.46)	25.81	(85.62)
Associate or Full Rank	175	11.69	(55.05)	24.71	(82.43)	25.00	(87.40)
Multiple Appointments	19	23.59	(88.06)	44.32	(113.64)	48.50	(123.63)
Single Appointment	329	11.77	(53.22)	20.38	(65.41)	24.02	(83.96)
Non-Mainstream Research	118	10.02	(47.79)	22.46	(67.63)	33.39	(96.75)
Mainstream Research	58	22.81	(81.22)	30.20	(83.92)	25.60	(89.68)

* Significant difference at *p*<.05.

** Large numbers of respondents selected "Never or No Mentor"; these responses were coded as missing data and only scaled answers are reported.

Table M2b. Meeting With Mentors at UW-Madison**, CHS/Clinical Faculty Only

	N	Never Meet or No Offical Mentors in Department		Never Meet or No Other Mentor in Department		Never Meet or No Mentor Outside Department		
		%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	
Total	547	36.38%	(48.15)	40.00%	(49.03)	51.28%	(50.03)	
Women	274	37.23%	(48.43)	40.66%	(49.21)	54.74%	(49.87)	
Men	273	35.53%	(47.95)	39.34%	(48.94)	47.79%	(50.04)	
Faculty of Color	52	40.38%	(49.55)	44.23%	(50.15)	53.85%	(50.34)	
Majority Faculty	494	36.03%	(48.06)	39.63%	(48.96)	50.91%	(50.04)	
Not US Citizen	25	44.00%	(50.66)	48.00%	(50.99)	64.00%	(48.99)	
US Citizen	522	36.02%	(48.05)	39.62%	(48.96)	50.67%	(50.04)	
Biological Science	511	35.81%	(47.99)	39.69%	(48.97)	50.20%	(50.05)	
Social Studies	34	44.12%	(50.40)	44.12%	(50.40)	67.65%	(47.49)	*
Clinical	276	47.46%	(50.03) *	50.55%	(50.09) *	63.41%	(48.26)	*
CHS	270	24.81%	(43.27)	29.00%	(45.46)	38.66%	(48.79)	
Assistant Rank	255	32.16%	(46.80)	36.86%	(48.34)	53.33%	(49.99)	
Associate or Full Rank	292	40.07%	(49.09)	42.76%	(49.56)	49.48%	(50.08)	
Multiple Appointments	29	41.38%	(50.12)	34.48%	(48.37)	44.83%	(50.61)	
Single Appointment	515	36.12%	(48.08)	40.35%	(49.11)	51.75%	(50.02)	
Non-Mainstream Research	149	20.81%	(40.73)	23.49%	(42.54)	30.20%	(46.07)	
Mainstream Research	79	26.58%	(44.46)	30.77%	(46.45)	39.74%	(49.25)	

* Significant difference at $p < .05$.

Table M3b. Received Adequate Mentoring at UW-Madison**,
CHS/Clinical Faculty Only

	N	Feel I received adequate mentoring while at UW-Madison		
		% Yes	Std. Dev.	
Total	453	45.03%	(49.81)	
Women	237	38.40%	(48.74)	*
Men	216	52.31%	(50.06)	
Faculty of Color	42	45.24%	(50.38)	
Majority Faculty	410	44.88%	(49.80)	
Not US Citizen	23	43.48%	(50.69)	
US Citizen	430	45.12%	(49.82)	
Biological Science	429	45.22%	(49.83)	
Social Studies	22	45.45%	(50.96)	
Clinical	206	42.72%	(49.59)	
CHS	246	47.15%	(50.02)	
Assistant Rank	218	48.62%	(50.10)	
Associate or Full	235	41.70%	(49.41)	
Multiple Appointments	24	33.33%	(48.15)	
Single Appointment	426	46.01%	(49.90)	
Non-Mainstream Research	141	53.90%	(50.03)	
Mainstream Research	70	55.71%	(50.03)	

* Significant difference at $p < .05$.
** Large numbers of respondents selected "Not Applicable"; these responses were coded as missing data and only yes/no answers are reported.

Section 4: Detailed Results by Topic

I. Sexual Harassment

Questions in this section used the UW-Madison definition of sexual harassment, including unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when such conduct influences employment or academic decisions, interferes with an employee's work, or creates an intimidating, hostile, or offensive work or learning environment, to assess and analyze the incidence of sexual harassment for faculty.

Sexual Harassment Summary

Sexual Harassment Summary
This section was designed to investigate the experiences of CHS/Clinical faculty to determine the extent to which they have experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-Madison campus. A small proportion of the faculty reported having experienced at least one incidence of sexual harassment. Women faculty members have experienced more sexual harassment, feel that it was treated less seriously, and are less sure of the steps to take if a person comes to them with a problem with sexual harassment than Men faculty.

Sexual Harassment Specifics
In this section we asked CHS/Clinical faculty how often, if at all, they experienced sexual harassment on the UW-Madison campus (according to the University's definition) within the last three years. Response choices for this item were "More than 5 times", "3 to 5 times", "1 to 2 times", and "Never". We also asked faculty to respond to a group of questions regarding how seriously the issue is treated and the institutional processes for resolving sexual harassment complaints. Response choices for these questions included "Extremely", "Very", "Somewhat", "A little", and "Not at all". A "Don't know" category was supplied for each of the questions in this section.

Results for the experience of sexual harassment on the UW-Madison campus are found in Table SH1b. A small proportion (7.37%) of the faculty reported having a harassment experience in the last three years, with an average number of 2.63 incidents. A relative few number of differences were found in terms of whether harassment incidents had been experienced. Women faculty members are more likely to have experienced harassment than Men faculty (9.82% versus 4.87%), but report fewer average incidents (average of 2.19 versus 3.50, difference not significant). Significantly fewer Faculty members of Color report having experienced sexual harassment compared to Majority Faculty members (2.00% versus 7.93%). Despite reporting more often that they have experienced sexual harassment overall (20.00% versus 7.09%, difference not significant), Gay and Lesbian faculty members experienced significantly fewer *incidents* than their Bisexual or Heterosexual peers (average of 1.50 incidents versus 2.72). Faculty in the Social Studies division report having no experience of sexual harassment in the last three years (0.00%).

Results showing faculty members' perception of UW-Madison's response to sexual harassment are shown in Table SH2b, while the percentages of "Don't know" responses are shown in Table SH3b. Overall, the faculty who responded to the item feel that sexual harassment is taken very seriously on the campus (mean score of 4.08) and that it is a little to somewhat common experience on campus (mean score of 2.47). While 32.97% of the entire faculty does not know how seriously sexual harassment is taken, 60.33% of the whole does not know how common its incidence is on campus. Compared to Men faculty, Women faculty report that sexual harassment is treated less seriously (mean score of 3.91 versus 4.21) and that it is more common on campus (mean score of 2.72 versus 2.27). These Women faculty members are also less sure of the steps to take if a person comes to them with a problem with sexual harassment, when compared to Men (mean score of 2.90 versus 3.12). Faculty members who are Not US Citizens feel that sexual harassment is treated more seriously on campus (mean score of 4.69 versus 4.05), but is less common on campus (mean score of 1.75 versus 2.49) compared to faculty who are US Citizens. In a departure from some of the previous sections of this survey, only one significant difference was found between Clinical and CHS faculty members; Clinical faculty are less likely to know what steps to take if a person brings a sexual harassment problem to them (mean score of 2.90 versus 3.12).

Looking to Rank status, several significant differences were found between Assistant Rank faculty members and Associate or Full Rank faculty members. Assistant Rank faculty members who answered the question feel that sexual harassment is less common on campus when compared to the higher Rank group (mean score of

2.28 versus 2.59), and are less sure of what steps to take if a person brings a sexual harassment problem to them (mean score of 2.84 versus 3.15). These Assistant Rank faculty members responded in significantly higher proportions on all four of the "Don't know" options for this question group, when compared to Associate or Full Rank faculty. Finally, Non-Mainstream faculty members are less likely to know what steps to take if presented with a sexual harassment problem (mean score of 2.90 versus 3.30), and also feel that the process for resolving complaints is less effective (mean score of 3.16 versus 3.76) when compared to faculty members with Mainstream research interests.

Table SH1b. Experience of Sexual Harassment, CHS/Clinical Faculty Only

	N	Experience Any Harassment			Number of Incidents**		
		Mean	(S.D.)		Mean	(S.D.)	
All Faculty	529	7.37%	(26.16)		2.63	(2.39)	
Women	262	9.92%	(29.96)	*	2.19	(1.84)	
Men	267	4.87%	(21.56)		3.50	(3.12)	
Faculty of Color	50	2.00%	(14.14)	*	1.50	(0.00)	
Majority Faculty	479	7.93%	(27.05)		2.66	(2.41)	
Not US Citizen	25	4.00%	(20.00)		1.50	(0.00)	
US Citizen	504	7.54%	(26.43)		2.66	(2.41)	
Gay/Lesbian	15	20.00%	(41.40)		1.50	(0.00)	*
Bi/Heterosexual	508	7.09%	(25.69)		2.72	(2.46)	
Biological Science	495	7.88%	(26.97)		2.63	(2.39)	
Social Studies	32	0.00%	(0.00)	*	0.00	(0.00)	*
Clinical	267	6.37%	(24.46)		2.41	(2.19)	
CHS	261	8.43%	(27.84)		2.80	(2.57)	
Assistant Rank	250	6.40%	(24.52)		2.47	(2.25)	
Associate or Full Rank	279	8.24%	(27.55)		2.74	(2.52)	
Multiple Appointments	28	3.57%	(18.90)		8.00	(0.00)	
Single Appointment	498	7.63%	(26.58)		2.49	(2.25)	
Non-Mainstream Research	144	10.42%	(30.65)		2.97	(2.68)	
Mainstream Research	75	9.33%	(29.29)		1.86	(0.94)	

* T-test between groups significant at $p<.05$.
** Calculated for persons experiencing at least one incident only.

Table SH2b. UW-Madison's Response to Sexual Harassment, CHS/Clinical Faculty Only**

Thinking about sexual harassment at UW-Madison…

	N	How seriously is sexual harassment treated on campus?			How common is sexual harassment on campus?			How well do you know the steps to take if a person comes to you with a problem with sexual harassment?			How effective is the process for resolving complaints about sexual harassment at UW-Madison?		
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	366	4.08	(0.80)		2.47	(0.90)		3.01	(1.06)		3.41	(0.96)	
Women	225	3.91	(0.82)	*	2.72	(0.90)	*	2.90	(1.06)	*	3.25	(1.00)	
Men	242	4.21	(0.76)		2.27	(0.85)		3.12	(1.05)		3.51	(0.92)	
Faculty of Color	41	4.14	(0.85)		2.45	(0.94)		3.41	(0.95)	*	3.83	(0.58)	
Majority Faculty	426	4.07	(0.80)		2.47	(0.89)		2.97	(1.06)		3.36	(0.98)	
Not US Citizen	22	4.69	(0.48)	*	1.75	(0.89)	*	2.82	(1.01)		3.25	(1.26)	
US Citizen	445	4.05	(0.80)		2.49	(0.89)		3.02	(1.06)		3.41	(0.95)	
Gay/Lesbian	13	3.75	(0.46)		3.14	(0.90)	*	2.46	(1.20)		3.00	(0.82)	
Bi/Heterosexual	451	4.09	(0.79)		2.45	(0.89)		3.03	(1.05)		3.42	(0.96)	
Biological Science	436	4.08	(0.81)		2.46	(0.91)		2.98	(1.06)		3.42	(0.98)	
Social Studies	29	4.05	(0.74)		2.67	(0.71)		3.34	(0.94)		3.13	(0.64)	
Clinical	232	4.05	(0.76)		2.54	(0.97)		2.90	(1.01)	*	3.32	(0.91)	
CHS	234	4.11	(0.84)		2.41	(0.83)		3.12	(1.10)		3.47	(0.99)	
Assistant Rank	206	4.16	(0.75)		2.28	(0.93)	*	2.84	(1.05)	*	3.46	(0.84)	
Associate or Full Rank	261	4.02	(0.83)		2.59	(0.86)		3.15	(1.05)		3.38	(1.01)	
Multiple Appointments	26	4.04	(0.98)		2.54	(0.97)		3.38	(1.06)		3.14	(1.21)	
Single Appointment	439	4.08	(0.79)		2.46	(0.90)		2.98	(1.06)		3.42	(0.95)	
Non-Mainstream Research	135	4.06	(0.86)		2.51	(1.05)		2.90	(1.08)	*	3.16	(1.17)	*
Mainstream Research	56	4.20	(0.70)		2.30	(0.68)		3.30	(1.04)		3.76	(0.77)	

* Significant difference at *p*<.05.
** Large numbers of respondents selected "Don't Know"; these responses were coded as missing data and only scaled answers are reported.

Table SH3b. UW-Madison's Response to Sexual Harassment, CHS/Clinicalk Faculty Only

Thinking about sexual harassment at UW-Madison…

	N	Don't know how seriously sexual harassment is treated on campus			Don't know how common sexual harassment is on campus			Don't know how well (I) know the steps to take if a person comes to (me) with a problem with sexual harassment			Don't know how effective the process is for resolving complaints about sexual harassment at UW-Madison		
		%	Std. Dev.		%	Std. Dev.		%	Std. Dev.		%	Std. Dev.	
Total	548	32.97%	(47.05)		60.33%	(48.97)		14.78%	(35.52)		77.51%	(41.79)	
Women	274	39.93%	(49.06)	*	65.69%	(47.56)	*	17.88%	(38.39)	*	81.39%	(38.99)	*
Men	274	26.01%	(43.95)		54.95%	(49.85)		11.68%	(32.18)		73.63%	(44.15)	
Faculty of Color	52	32.69%	(47.37)		61.54%	(49.13)		21.15%	(41.24)		76.92%	(42.54)	
Majority Faculty	495	33.06%	(47.09)		60.32%	(48.97)		13.94%	(34.67)		77.53%	(41.78)	
Not US Citizen	25	48.00%	(50.99)		68.00%	(47.61)		12.00%	(33.17)		84.00%	(37.42)	
US Citizen	523	32.25%	(46.79)		59.96%	(49.04)		14.91%	(35.66)		77.20%	(41.99)	
Gay/Lesbian	15	46.67%	(51.64)		53.33%	(51.64)		13.33%	(35.19)		73.33%	(45.77)	
Bi/Heterosexual	527	32.38%	(46.84)		60.46%	(48.94)		14.42%	(35.16)		77.38%	(41.88)	
Biological Science	512	32.88%	(47.02)		59.77%	(49.09)		14.84%	(35.59)		77.73%	(41.64)	
Social Studies	34	36.36%	(48.85)		72.73%	(45.23)		14.71%	(35.95)		75.76%	(43.52)	
Clinical	278	36.23%	(48.15)		64.26%	(48.01)		16.55%	(37.23)		81.95%	(38.53)	*
CHS	269	29.74%	(45.80)		56.51%	(49.67)		13.01%	(33.71)		72.86%	(44.55)	
Assistant Rank	256	41.80%	(49.42)	*	66.41%	(47.32)	*	19.53%	(39.72)	*	85.55%	(35.23)	*
Associate or Full Rank	292	25.17%	(43.48)		54.98%	(49.84)		10.62%	(30.86)		70.45%	(45.71)	
Multiple Appointments	29	13.79%	(35.09)	*	55.17%	(50.61)		10.34%	(30.99)		75.86%	(43.55)	
Single Appointment	516	34.24%	(47.50)		60.97%	(48.83)		14.92%	(35.67)		77.67%	(41.69)	
Non-Mainstream Research	149	26.85%	(44.47)		56.38%	(49.76)		9.40%	(29.28)		78.52%	(41.20)	
Mainstream Research	79	29.11%	(45.72)		58.23%	(49.63)		11.39%	(31.97)		73.42%	(44.46)	

* Significant difference at $p < .05$.

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Section 4: Detailed Results by Topic

J. Satisfaction with UW-Madison

Questions in this section ascertained the extent to which faculty at UW-Madison were satisfied with their jobs, their career progression, and the resources provided to them by the institution; whether they had ever received a formal or informal outside job offer and if that offer resulted in any adjustments for them; their likeliness to leave UW-Madison within the next three years; reasons for which they would consider leaving.

Satisfaction with UW-Madison Summary

Satisfaction Summary
This section of the survey asked faculty to evaluate their degree of satisfaction with their jobs, career progression at UW-Madison, various resources provided by the institution, and salaries. In addition, the faculty was asked to report whether and how seriously they had considered leaving the institution, and for what possible reasons. As a whole, faculty members reported that they are somewhat satisfied with their jobs and career progression at UW-Madison, as well as with the resources provided by the institution to support various aspects of their work. Slightly more than one-tenth of the faculty reported having received an outside job offer. While overall the faculty indicated a moderate degree of job satisfaction, some faculty reflected a different experience. Women faculty are more dissatisfied than Men faculty in a few areas, as are Assistant Rank faculty members compared to Associate or Full Rank faculty.

Satisfaction Specifics
Satisfaction with career progression, resources provided
In this section we asked CHS/Clinical faculty members a series of questions about their satisfaction with being a faculty member, their career progression at UW-Madison, the resources provided by the institution, and their salaries. For each of these question groupings, we provided the following answer choices: "Very satisfied", "Somewhat satisfied", "Neither satisfied nor dissatisfied", "Somewhat dissatisfied", and "Very dissatisfied". For the questions about resource satisfaction, we provided an "NA" option which was then coded as missing data. Faculty members were also asked two open-ended questions about what factors both contribute to and detract from their satisfaction and dissatisfaction at UW-Madison the most.

Results for the faculty's satisfaction with UW-Madison and the resources provided to them are shown in Tables S1b, S11b, and S12b. Overall, faculty members were somewhat satisfied with being a faculty member at UW-Madison (mean score of 3.95) and with their career progression (mean score of 3.68).

Respondents indicated several factors which most contribute to their satisfaction with being a faculty member at UW-Madison (Table S2b). Faculty members most commonly said that the factor that contributes to their satisfaction the most is the relationships they have with their faculty peers and the quality of those faculty members as peers (not specific to whether these colleagues were inside or from outside their departments). Our respondents also indicated that another prominent factor, which can best be described as the institutional climate, contributes to their satisfaction. Faculty respondents indicated that the environment of UW-Madison, variously described as "positive", "creative", "supportive", and "collegial", is a significant factor that contributes to their satisfaction with their positions. Additionally, CHS/Clinical faculty indicated that their autonomy and independence, their teaching loads and teaching opportunities, and their department chairs all contribute to their satisfaction.

Respondents also provided much detail about the factors that detract from their satisfaction at UW-Madison (Table S3b). The most common of these detractors include tense relations and the sense of competition between those in CHS career tracks and those in tenure track lines, a lack of mentoring, leadership by their department chairs, and their workloads. The most common comment among this group is the sense that CHS faculty are "second class citizens" to those in tenure tracks, a phrase used several times by the respondents. Comments in this group ranged from criticisms of value between the tracks relative to the work they perform, to resource distribution, to having a departmental voice, to general treatment in their work environment. CHS and Clinical faculty also commented on the lack of mentoring and career guidance available to them, suggesting that such a support would enable long-term career planning and goal-setting, and would make them feel more valued and invested in by their departments. Concurrent with comments about the lack of mentorship, this

respondent group also indicates that leadership decisions and actions by their departmental chairs, or rather, a lack thereof, has contributed to their dissatisfaction with UW-Madison. In addition to the comments about other particular factors, these faculty often wrote that their chairs should have a role in providing remedies or developing problem-solving strategies, or commented on the chairs' failure to act in these ways. Finally, this faculty group commented several times on the heaviness of their workload, indicating that it was too heavy and involved much weekend work. A number of faculty members who wrote about these concerns indicated that their workload intruded upon their time with their families, or that work related to their teaching or research needed to be done on their own time.

Differences between groups. Some satisfaction differences were found across groups, but very few or none emerged according to Clinical or CHS status, divisional status, number of appointments, or Mainstream status. Women faculty were less satisfied with being a faculty member at UW-Madison (mean score of 3.88 versus 4.02, difference not significant), their career progression (mean score of 3.53 versus 3.83), and resources supporting their research and scholarship (mean score of 3.22 versus 3.53) than Men faculty. Faculty of Color report being less satisfied on all measures in these question groups than Majority Faculty, but the difference was only significant for resources supporting their research and scholarship (mean score of 3.00 versus 3.41). Assistant Rank faculty members are less satisfied with their career progression at UW-Madison (mean score of 3.52 versus 3.82), but are more satisfied with all types of resources provided to them by the institution (difference significant for three of four) than Associate or Full Rank faculty.

Outside offers and adjustments
In this section, we asked whether faculty members had received any formal or informal outside job offers in the last five years, and if taking that job offer(s) resulted in any adjustments to areas such as their salary, course or clinical loads, or leave time. Respondents were also asked two open-ended questions, inviting them to share any additional thoughts about their reasons for staying at UW-Madison or why they would consider leaving.

Results showing outside offers to faculty members, resulting adjustments, and potential reasons for leaving UW-Madison are presented in Tables S4b and S6b. Overall, 12.68% of the faculty reported having received an outside job offer in the last five years that they took to their department or dean. For those who did, the most common adjustments to reporting that offer were in areas of salary (31.51%) and clinical load (18.06%). A small proportion of the faculty (13.51%) also report having had "other" adjustments following an outside offer. Among those specified by the respondents, the most common related to an overall improvement of climate, for example, faculty received "understanding" and "civil treatment and respect".

As a whole, the faculty were neither likely nor unlikely to leave UW-Madison in the next three years (mean score of 3.53, Table S6b). The factors considered the most as possible reasons for leaving the institution included enhancing their career (mean score of 1.97), reducing stress (mean score of 1.88), and other reasons defined by the faculty (mean score of 2.10), See Table S7b. The most common among these other possible reasons include personal or family motivations (e.g., moving closer to family), improving the climate in which they work (e.g., finding a better work environment, joining an organization that is better aligned with their goals and/or values), and advancing their career (e.g., reaching a leadership position, using their specialty or skills set). These "other" reasons are reported in Table S8b.

Faculty members who responded to the open-ended questions inviting them to share any other thoughts about their reasons for staying at UW-Madison provided an extensive number of responses (Table S9b). The most common reasons included local characteristics (e.g., living in the City of Madison or State of Wisconsin, the community culture or climate, and the area's quality of living), factors relating to climate and personal interactions (e.g., the quality of or their relationships with colleagues and collaborators, though not specific to their departments; they are simply happy here; they feel supported, valued, and appreciated), personal factors (e.g., family in the area or their family's happiness, or their spouse or partner's job), and career or advancement

factors (e.g., they enjoy their work or position, they feel a potential for continued growth and success, and they enjoy their feelings of autonomy).

Faculty members also discussed their thoughts about why they would consider leaving UW-Madison in the second open-ended question in this subsection (Table S10b). The most common reason was simply "salary". While they were not among the most common reasons, some respondents gave reasons of varying detail about their salaries, including that their salaries are too low to begin with and are even lower as a result of mandatory furloughs; salaries are not competitive with outside institutions or with those in private practice; that their salaries are inequitable generally, within their departments, between departments, by gender, or according to seniority, experience, and productivity. The second most common reason for which faculty members might consider leaving the institution is the heavy workload and the demands associated with it. Third, faculty respondents said that they would like advancement opportunities, or that they want a change, or new opportunities for challenge and growth. The variety of other reasons for which faculty respondents might consider leaving the institution ranged from unhappiness with departmental administrators and their leadership decisions, to feeling unappreciated and unsupported at the institution generally or in their departments specifically, to personal factors such as being part of a dual-career couple.

> *Differences between groups.* There was only one difference in outside offers of employment; Clinical faculty members receive fewer offers than CHS faculty (9.52% versus 15.56%). In terms of the adjustments resulting from receiving and reporting outside job offers, the significant differences we saw mainly came as areas in which no such adjustments occurred. For example, faculty members with Multiple Appointments who did report outside offers had no (0.00%) adjustments to their administrative responsibilities, clinical load, leave time, promotion clock timing, or startup support. Social Studies faculty reported some similar instances of no (0.00%) adjustments in several areas. For adjustments that *did* occur, Assistant Rank faculty received far more adjustments to their clinical load compared to Associate or Full Rank faculty (42.31% versus 4.35%), as did Non-Mainstream faculty members compared to Mainstream faculty (32.00% versus 6.25%).

While some groups did feel more strongly about possibly leaving the institution than others, only one group was more significantly unlikely to leave than any other; Biological Science faculty were more unlikely to leave than faculty in Social Studies (mean score of 3.56 versus 3.06; higher means indicate less likely to leave). The Social Studies group cited a number of reasons for considering leaving, including increasing their salaries (mean score of 2.03 versus 1.72). As shown in Table S11b, these same faculty are significantly less satisfied with their salaries than Biological Science faculty members (mean score of 2.48 versus 3.29). Although there were no differences in the number of outside offers or adjustments made thereafter between Men and Women faculty, differences were found in the reasons for which faculty would consider leaving the institution. Men faculty members are slightly more unlikely to leave compared to Women faculty (mean score of 3.63 versus 3.42, difference not significant), and are more likely to consider leaving UW-Madison than Men faculty with regard to improving prospects for tenure or promotion (mean score of 1.41 versus 1.27), finding a more supportive work environment (mean score of 1.87 versus 1.65), finding a nonacademic job (mean score of 1.70 versus 1.58), reducing stress (mean score of 2.02 versus 1.74), and addressing child-related issues (mean score of 1.50 versus 1.23). Women faculty members are significantly less likely to say that retirement is a reason for leaving than Men faculty (mean score of 1.32 versus 1.49). CHS faculty members are also more (but not significantly) unlikely to leave UW-Madison in the next three years than Clinical faculty (mean score of 3,63 versus 3.43), with the most consequential reasons for Clinical faculty to consider leaving being increasing salary (mean score of 1.83 versus 1.65), finding a nonacademic job (mean score of 1.73 versus 1.52), finding a lower cost of living (mean score of 1.24 versus 1.07), and retiring (mean score of 1.55 versus 1.27). The Clinical group considers increasing their research time as a reason for leaving significantly less than the CHS group (mean score of 1.19 versus 1.42).

Table S1b. Satisfaction With UW-Madison, CHS/Clinical Faculty Only

In general, how satisfied are you…

	N	…being a faculty member at UW-Madison?			…with your career progression at the UW-Madison?		
		Mean	Std. Dev.		Mean	Std. Dev.	
Total	547	3.95	(1.07)		3.68	(1.16)	
Women	273	3.88	(1.06)		3.53	(1.16)	*
Men	274	4.02	(1.08)		3.83	(1.14)	
Faculty of Color	51	3.78	(1.14)		3.55	(1.12)	
Majority Faculty	495	3.98	(1.06)		3.70	(1.15)	
Not US Citizen	25	4.28	(0.68)	*	3.70	(1.11)	
US Citizen	522	3.94	(1.08)		3.68	(1.16)	
Biological Science	511	3.96	(1.07)		3.67	(1.17)	
Social Studies	34	3.94	(1.13)		3.88	(0.98)	
Clinical	276	3.93	(1.10)		3.61	(1.21)	
CHS	270	3.98	(1.04)		3.76	(1.09)	
Assistant Rank	256	3.97	(1.01)		3.52	(1.12)	*
Associate or Full Rank	291	3.94	(1.12)		3.82	(1.17)	
Multiple Appointments	27	3.96	(0.94)		3.56	(1.01)	
Single Appointment	517	3.96	(1.08)		3.69	(1.16)	
Non-Mainstream Research	149	3.97	(1.02)		3.67	(1.15)	
Mainstream Research	79	4.16	(1.02)		3.95	(1.11)	

* Significant difference at $p < .05$.

Table S2b. Factors Contributing Most to Satisfaction at UW-Madison, CHS/Clinical Faculty Only (Full Codebook)

University Factors	
Reason for Satisfaction	N
Quality of/relationship with students (undergraduate or unspecified)	22
Quality of, relationship with residents	13
Quality of, relationship with fellows	3
Academic freedom/flexibility to pursue own interests, Autonomy/independence	32
Collaboration opportunities /interdisciplinary approach/inter-departmental cooperation/low barriers to cross-campus collaboration	28
Quality of, relationships with faculty (nonspecific)	97
Quality of, relationships with staff (not department specific)	18
Prestige/reputation/quality, institutional pride	14
Commitment to excellence, quality (nonspecific)	5
Faculty/shared governance	1
Scholarly excellence/quality, commitment to high caliber research, research environment	6
Clinical excellence, quality, commitment to quality, evidence-based practice	5
Commitment to high quality teaching, teaching environment	1
Administration, administrative support	2
Institutional vision/goals/ mission/values, commitment to public service, Wisconsin Idea	3
Campus life, extramural opportunities, activities on campus (arts, entertainment, community)	1
Facilities/resources/infrastructure/centers (nonspecific to research or teaching)	17
Technological support//IT infrastructure	3
Educational resources	1
Library facilities, resources	1
Research resources, support, infrastructure	6
Teaching resources, support, infrastructure	1
Accomodation of family values, family friendly	2

Departmental/School/Division Factors	
Reason for Satisfaction	N
Colleagues (department specific)	23
Departmental staff	4
Climate, Collegiality/camaraderie/ respect/support in the department	14
The department; departmental mission/vision/values	13
Chair/leadership in department or school	31
Mentors, within and across departments	16
Departmental democracy, decision making processes	3
Departmental resources, infrastructure	1

Family/Home Life	
Reason for Satisfaction	N
Balance between academic/home life	6

Local Characteristics	
Reason for Satisfaction	N
Madison, State of Wisconsin	19
Location (nonspecific)	4
Quality of life, lifestyle	5
Cultural richness, activities	2
Aesthetics of city/campus	3

Employment Features	
Reason for Satisfaction	N
Salary	3
Job security/stability	2
Hours/flexibility of schedule	22
Benefits (general)	9
Benefits (retirement)	1

Climate/Culture	
Reason for Satisfaction	N
Diversity	2
Institutional community; positive/creative/supportive/collegial atmosphere/environment/climate	52
Intellectual Environment, scholarly climate, intellectual community	20

Nature of job	
Reason for Satisfaction	N
Professional accomplishments	11
Community outreach/service/extension	5
Ability to make a difference; Challenging endeavors, opportunities, opportunities for growth	21
Opportunities for promotion, career development, tenure	15
Opportunities for leadership, administrative opportunities	4
Job is interesting/misc. positive features of job	17
Teaching opportunities, teaching load	36
Mentoring residents	1
Advising students	1
Research work, opportunities	12
Working with students	8
Working with residents	6
Clinical work, opportunities; patient interaction	27
Patients, quality of, interaction and relationship with; patient care	22

Other, Miscellaneous	
Reason for Satisfaction	N
Outside respect/recognition for research	1
Personal relationships, friends	1
Quality of feedback	1
Negative comments	6
Illegible	1
Not applicable	1
Familiarity, inertia	2
Informality	1
None, nothing	2
No longer at institution	1
New in position	1

Table S3b. Factors Detracting Most From Satisfaction at UW-Madison, CHS/Clinical Faculty Only (Full Codebook)

Salary/Benefits

Reason for Dissatisfaction	N
Salary structure/inequities	6
Low/Poor Salaries	10
Lack of Raises	6
Furloughs	9
Salary compression	1
Benefits	2
Salary (Unspecified)	13

Budget cuts

Reason for Dissatisfaction	N
Small budgets/resources	3
Budget cuts	1
Negative financial picture/feeling/climate	6
Internal funding for professional development/scholarship	4
Lack of, poor state support	1

Resources

Reason for Dissatisfaction	N
Equipment	2
Facilities/space	3
Travel	1
Teaching/scholarship	2
Inequities in distribution	2
Hiring/retaining faculty	1
Support staff	6
Resources (general)	7

Support (lack of)

Reason for Dissatisfaction	N
Research/RSP/Grant administration	3
Mentoring/advising	27
Women mentors	1
Teaching	3
For leave	1
Recognition/not feeling valued	2
For students	1
For part-time personnel	4
Support (lack of)	2
For family life	2
Clinical work	1
Nursing	1

Research activities

Reason for Dissatisfaction	N
Lack of respect/recognition for certain disciplines/research (e.g., clinical research)	5
Too much emphasis on research	3
Not enough time for own research	8
Need others with shared research interest/same field/am isolated	1
Support for interdisciplinarity	3
IRB fees and processes problematic	4
Narrow view of scholarship	1

Teaching activities

Reason for Dissatisfaction	N
Too much time spent teaching/preparing	1
Teaching is under-valued, not respected	2

Aspects of department/unit

Reason for Dissatisfaction	N
Faculty attitude	6
Lack of new hires, understaffed	11
Senior faculty, faculty in specialties/field gone	3
Older, original colleagues in department	1
Department politics	5
Colleagues	1
Department Chair/Section Chief/Supervisor	23
No community/collegiality/climate	2
Poor space	1
Isolated/hard to meet others	7
Decision-making, policies and information not transparent	2
Feels silenced/not heard/no voice in decision-making	17
Not valued, unsupported	6
Feel they "don't fit"	2
Department is too large	2
Department itself not respected	3
Frequent office changes	1

Aspects of UW

Reason for Dissatisfaction	N
Campus too big	5
Parking/commuting	2
Speech codes/PC	2
Bureaucracy	16
Faculty governance	1
Affecting change at UW/slow/inertia	11
Classified staff system, State human resources system	2
Complexity of, barriers and interactions between units	6
Personnel problems	2

Aspects of Madison/Wisconsin

Reason for Dissatisfaction	N
Weather	2
State legislature/decisions by State	2
Respect by citizens	1
Cost of housing/living	1
Water quality of local lakes	1
Traffic	1

Program excellence

Reason for Dissatisfaction	N
Lack of vision/mission	2

Leadership/Administration

Reason for Dissatisfaction	N
Bad/overloaded administration	12
Lack of, poor leadership	7
College administration/Bascom/Deans	6
UWHC/UWMF/SMPH issues	15

Workload/stress

Reason for Dissatisfaction	N
Workload, hours, pace	25
Stress	2
Writing grants	1
Publishing	1

Emphasis on new teaching techniques	1

Limited opportunities to teach, interact with students/residents/ fellows	7
Too high/load	1
No voice in curricular decisions	1

Service activities & Outreach

Reason for Dissatisfaction	N
Administrative work/Bureaucracy/Rules	7
Committee work/meetings	2
Paperwork	7
Lack of recognition/respect/reward for service	2
Workload	3
Too many students	1

Clinical activities

Reason for Dissatisfaction	N
Emphasis on billing, revenue	5
No respect for clinical work	8
Clinical workload too high	10
Patient load too high	4
Clinical specialt(ies) not valued/respected	8
Working with EMR, EPIC system	6
Limited diversity of patients, characteristics of patient population	1
Clinical goals not valued, supported	6
Call system concerns	4
Distance between campus, clinical sites	1
Clinical work, load interferes with other professional goals	2
Reimbursement system issues	5
Quality improvement issues	1
Clinical management systems, issues	1

General work activities

Reason for Dissatisfaction	N
Balance of research, teaching, service, clinical/time issue	6
Human Resource issues	1
Union issues	1
Work at satellite/remote location	7
Changes in job requirements, expectations; unclear expectations	3

Career advancement

Reason for Dissatisfaction	N
Lack of promotion	1
Slow career progression	1
Promotional process and pressure	5
No opportunities for professional development	1
Merit system/not rewarded for performance	6
Can't crack leadership ceiling/"old boy's network/club"	6
Lack of recognition/appreciation	11
Movement of clinical position to tenure	2
No/limited promotional opportunities	6
Lack of transparency/information about promotion opportunities/process	2
Job expectations relative to tenure and promotion critieria	2

Unequal division of labor/distribution of responsibilities	2

Interactions/communication

Reason for Dissatisfaction	N
Conflicts/problems	5
Isolation	4
Lack of respect/poor treatment	3
Politics/corruption	5
Communication problems	3
Not being heard	2
Difficulty networking	1
No positive feedback	3

Climate

Reason for Dissatisfaction	N
Department/unit climate	14
Gender climate/discrimination	9
Lack of diversity	7
College/UW politics	2
Hierarchy	5
Schism, conflict between academic and CHS faculty; CHS track faculty second-class citizens	34

Personal matters

Reason for Dissatisfaction	N
Work/family imbalance	4
Dual-career/spouse issues	2

Surveys

Reason for Dissatisfaction	N
Surveys	4

Other/Unclear

Reason for Dissatisfaction	N
Other/Unclear	9

None

Reason for Dissatisfaction	N
None/Not applicable	13

Table S4b. Outside Offers, CHS/Clinical Faculty Only

Outside offer resulted in adjustments to….

	N	Have you received an outside job offer?		Salary		Administrative Responsibilities		Course Load		Clinical Load		Leave Time		Special Timing of Promotion Clock		Equipment, Laboratory, or Research Startup		Employment for Spouse or Partner		Other	
		% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.	% Yes	Std. Dev.
Total	544	12.68%	(33.31)	31.51%	(46.78)	5.56%	(23.07)	4.23%	(20.26)	18.06%	(38.73)	5.56%	(23.07)	6.85%	(25.43)	6.94%	(25.60)	2.82%	(16.66)	13.51%	(34.66)
Women	269	11.90%	(32.43)	37.14%	(49.02)	2.94%	(17.15)	9.09%	(29.19)	20.59%	(41.04)	5.88%	(23.88)	11.43%	(32.28)	8.82%	(28.79)	6.06%	(24.23)	20.00%	(41.40)
Men	275	13.45%	(34.19)	26.32%	(44.63)	7.89%	(27.33)	0.00%	(0.00)	15.79%	(36.95)	5.26%	(22.63)	2.63%	(16.22)	5.26%	(22.63)	0.00%	(0.00)	9.09%	(29.42)
Faculty of Color	52	13.46%	(34.46)	28.57%	(48.80)	16.67%	(40.82)	0.00%	(0.00)	33.33%	(51.64)	0.00%	(0.00) *	14.29%	(37.80)	0.00%	(0.00) *	28.57%	(48.80)	33.33%	(57.74)
Majority Faculty	491	12.63%	(33.25)	31.82%	(46.93)	4.55%	(20.99)	4.62%	(21.15)	16.67%	(37.55)	6.06%	(24.04)	6.06%	(24.04)	7.58%	(26.66)	0.00%	(0.00)	11.76%	(32.70)
Not US Citizen	25	24.00%	(43.59)	60.00%	(54.77)	20.00%	(44.72)	0.00%	(0.00)	40.00%	(54.77)	40.00%	(54.77) *	40.00%	(54.77)	20.00%	(44.72)	0.00%	(0.00)	0.00%	(0.00) *
US Citizen	519	12.14%	(32.69)	29.41%	(45.90)	4.45%	(20.84)	4.55%	(20.99)	16.42%	(31.32)	2.99%	(17.15)	4.41%	(20.69)	5.60%	(23.87)	2.99%	(17.15)	14.29%	(35.50)
Biological Science	510	12.16%	(32.71)	28.79%	(45.62)	6.15%	(24.22)	1.56%	(12.50)	20.00%	(40.31)	6.15%	(24.22)			7.58%	(26.66)	3.13%	(17.54)	14.71%	(35.95)
Social Studies	32	18.75%	(39.66)	57.14%	(53.45)	0.00%	(0.00) *	28.57%	(48.80)	0.00%	(0.00) *	0.00%	(0.00) *	0.00%	(0.00) *	14.29%	(37.80)	0.00%	(0.00)	0.00%	(0.00) *
Clinical	273	9.52%	(29.41) *	41.38%	(50.12)	3.45%	(18.57)	7.14%	(26.23)	13.79%	(35.09)	6.90%	(25.79)	13.79%	(35.09)	10.34%	(30.99)	0.00%	(0.00)	10.00%	(31.62)
CHS	270	15.56%	(36.31)	25.00%	(43.80)	6.98%	(25.78)	2.33%	(15.25)	2.93%	(41.16)	4.65%	(21.31)	2.27%	(15.08)	4.65%	(21.31)	4.65%	(21.31)	14.81%	(36.20)
Assistant Rank	253	10.28%	(30.43)	40.74%	(50.07)	11.54%	(32.58)	0.00%	(0.00)	42.31%	(50.38) *	11.54%	(32.58)	11.11%	(32.03)	7.69%	(27.17)	7.69%	(27.17)	10.00%	(31.62)
Associate or Full Rank	291	14.78%	(35.55)	26.09%	(44.40)	2.17%	(14.74)	6.52%	(24.96)	4.35%	(20.62)	2.17%	(14.74)	4.35%	(20.62)	6.52%	(24.96)	0.00%	(0.00)	14.81%	(36.20)
Multiple Appointments	29	13.79%	(35.09)	50.00%	(57.74)	0.00%	(0.00)	0.00%	(0.00)	0.00%	(0.00) *	0.00%	(0.00)	0.00%	(0.00) *	0.00%	(0.00) *	0.00%	(0.00)	50.00%	(70.71)
Single Appointment	512	12.30%	(32.88)	30.88%	(46.54)	5.97%	(23.87)	4.55%	(20.99)	19.40%	(39.84)	5.97%	(23.87)	7.35%	(26.29)	7.46%	(26.48)	3.03%	(17.27)	11.43%	(32.28)
Non-Mainstream Research	148	17.57%	(38.18)	42.31%	(50.38)	8.00%	(27.69)	4.00%	(20.00)	32.00%	(47.61) *	8.00%	(27.67)	7.69%	(27.17)	12.00%	(33.17)	8.33%	(28.23)	20.00%	(41.40)
Mainstream Research	79	20.25%	(40.45)	25.00%	(44.72)	6.25%	(25.00)	0.00%	(0.00)	6.25%	(25.00)	6.25%	(25.00)	12.50%	(34.16)	6.25%	(25.00)	0.00%	(0.00)	0.00%	(0.00)

* Significant difference at *p*<.05.

**Table S5b. Other Adjustments to Outside Offers, CHS/Clinical Faculty Only
(Full Codebook)**

Position (Title) and Job Alterations		Non-promotion/Non-funding Benefits	
Other Adjustments	N	Other Adjustments	N
Promotion to faculty	1	Workspace alteration	1
		Understanding	1
		Civil treatment	1

Table S6b. Intention to Leave, CHS/Clinical Faculty Only

	N	How likely are you to leave UW-Madison in next 3 years?**	
		Mean	Std. Dev.
Total	544	3.53	(1.35)
Women	271	3.42	(1.39)
Men	273	3.63	(13.06)
Faculty of Color	52	3.25	(1.33)
Majority Faculty	491	3.56	(1.35)
Not US Citizen	25	3.64	(1.35)
US Citizen	519	3.52	(1.35)
Biological Science	508	3.56	(1.35)
Social Studies	34	3.06	(1.30) *
Clinical	275	3.43	(1.38)
CHS	268	3.63	(1.31)
Assistant Rank	255	3.54	(1.32)
Associate or Full Rank	289	3.52	(1.38)
Multiple Appointments	27	3.30	(1.41)
Single Appointment	514	3.54	(1.35)
Non-Mainstream Research	149	3.55	(1.29)
Mainstream Research	78	3.64	(1.29)

* Significant difference at $p<.05$.
** Lower numbers = More likely to leave.

Have you considered the following reasons to leave….

	N	Increase salary		Improve prospects for tenure/promotion		Enhance career		More supportive work environment		Increased research time		Nonacademic job		Reduce stress		Address child-related issues		Improve employment situation of spouse/partner		Lower cost of living		Retirement		Adjust clinical load		Other	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	544	1.74	(0.73)	1.34	(0.62)	1.97	(0.76)	1.76	(0.81)	1.31	(0.61)	1.63	(0.72)	1.88	(0.79)	1.36	(0.65)	1.34	(0.62)	1.15	(0.41)	1.41	(0.68)	1.59	(0.70)	2.10	(0.93)
Women	271	1.73	(0.72)	1.41	(0.66) *	2.00	(0.74)	1.87	(0.81) *	1.30	(0.59)	1.70	(0.74) *	2.02	(0.79) *	1.50	(0.73) *	1.36	(0.63)	1.16	(0.42)	1.32	(0.61) *	1.64	(0.73)	2.06	(0.97)
Men	273	1.74	(0.75)	1.27	(0.58)	1.95	(0.79)	1.65	(0.79)	1.32	(0.62)	1.56	(0.69)	1.74	(0.76)	1.23	(0.53)	1.32	(0.60)	1.14	(0.40)	1.49	(0.74)	1.55	(0.66)	2.13	(0.91)
Faculty of Color	52	1.92	(0.79)	1.51	(0.70)	2.15	(0.85)	2.00	(0.83) *	1.40	(0.66)	1.56	(0.69)	1.92	(0.82)	1.51	(0.76)	1.51	(0.73)	1.19	(0.45)	1.28	(0.63)	1.54	(0.68)	1.60	(0.89)
Majority Faculty	491	1.72	(0.73)	1.32	(0.61)	1.96	(0.75)	1.73	(0.80)	1.30	(0.60)	1.63	(0.72)	1.88	(0.79)	1.35	(0.64)	1.32	(0.60)	1.15	(0.41)	1.42	(0.69)	1.60	(0.70)	2.14	(0.93)
Not US Citizen	25	1.70	(0.70)	1.33	(0.66)	1.91	(0.79)	1.54	(0.66)	1.45	(0.74)	1.50	(0.61)	1.57	(0.66) *	1.35	(0.65)	1.43	(0.73)	1.09	(0.29)	1.35	(0.65)	1.57	(0.66)	3.00	(0.00) *
US Citizen	519	1.74	(0.74)	1.34	(0.62)	1.98	(0.76)	1.77	(0.81)	1.30	(0.60)	1.63	(0.72)	1.90	(0.79)	1.36	(0.65)	1.34	(0.61)	1.15	(0.42)	1.41	(0.69)	1.60	(0.70)	2.04	(0.93)
Biological Science	508	1.72	(0.73)	1.33	(0.61)	1.97	(0.76)	1.76	(0.81)	1.31	(0.60)	1.62	(0.71)	1.88	(0.79)	1.37	(0.66)	1.35	(0.62)	1.15	(0.41)	1.39	(0.67)	1.61	(0.70)	2.10	(0.92)
Social Studies	34	2.03	(0.82) *	1.52	(0.80)	2.04	(0.79)	1.66	(0.81)	1.23	(0.59)	1.76	(0.79)	1.83	(0.83)	1.26	(0.53)	1.22	(0.58)	1.17	(0.38)	1.67	(0.80) *	1.27	(0.60) *	1.00	(0.00) *
Clinical	275	1.83	(0.76) *	1.30	(0.60)	1.95	(0.77)	1.76	(0.82)	1.19	(0.50) *	1.73	(0.75) *	1.88	(0.79)	1.36	(0.62)	1.32	(0.61)	1.24	(0.51) *	1.55	(0.76) *	1.65	(0.74)	1.94	(0.91)
CHS	268	1.65	(0.70)	1.38	(0.64)	2.00	(0.75)	1.75	(0.80)	1.42	(0.67)	1.52	(0.67)	1.88	(0.79)	1.36	(0.67)	1.36	(0.62)	1.07	(0.25)	1.27	(0.57)	1.54	(0.65)	2.21	(0.93)
Assistant Rank	255	1.79	(0.72)	1.40	(0.64) *	2.00	(0.75)	1.76	(0.78)	1.28	(0.60)	1.73	(0.73) *	1.90	(0.79)	1.52	(0.73) *	1.46	(0.73) *	1.17	(0.45)	1.27	(0.61) *	1.53	(0.65)	2.11	(0.88)
Associate or Full Rank	289	1.68	(0.74)	1.28	(0.61)	1.95	(0.77)	1.76	(0.83)	1.33	(0.61)	1.54	(0.70)	1.86	(0.79)	1.23	(0.54)	1.24	(0.48)	1.13	(0.37)	1.52	(0.72)	1.65	(0.73)	2.09	(0.97)
Multiple Appointments	27	1.96	(0.82)	1.23	(0.53)	2.08	(0.74)	1.92	(0.80)	1.44	(0.77)	1.56	(0.71)	2.00	(0.89)	1.52	(0.71)	1.29	(0.62)	1.19	(0.49)	1.32	(0.63)	1.32	(0.56) *	1.00	(0.00) *
Single Appointment	514	1.72	(0.73)	1.34	(0.62)	1.96	(0.76)	1.74	(0.81)	1.30	(0.59)	1.63	(0.72)	1.87	(0.79)	1.36	(0.65)	1.34	(0.62)	1.15	(0.41)	1.42	(0.69)	1.61	(0.70)	2.14	(0.92)
Non-Mainstream Research	149	1.74	(0.75)	1.52	(0.75)	2.20	(0.69) *	1.83	(0.80)	1.60	(0.75)	1.58	(0.69)	1.92	(0.80)	1.42	(0.71)	1.47	(0.68) *	1.11	(0.32)	1.23	(0.55)	1.62	(0.70)	2.36	(0.85)
Mainstream Research	78	1.81	(0.75)	1.45	(0.65)	1.92	(0.78)	1.64	(0.79)	1.44	(0.65)	1.53	(0.70)	1.81	(0.77)	1.34	(0.67)	1.26	(0.50)	1.14	(0.39)	1.39	(0.69)	1.54	(0.69)	2.17	(0.98)

* Significant difference at *p* <.05.

**Table S8b. Other Reasons to Leave UW-Madison, CHS/Clinical Faculty Only
(Full Codebook)**

Benefits

Other Reasons to Leave	N
Retirement benefits	1

Personal and Family

Other Reasons to Leave	N
Closer to family	5
Rest	1
Better quality of life	1
Health issue	1
Focus on personal goals (marriage, family)	1
General personal or family reasons	2
Balance, spend more time with family	1

Institutional and Departmental Issues

Other Reasons to Leave	N
Quality of, relationships with leadership and administrators	1
Availability of colleagues/departments in same field, same/similar interests; intellectual community	1
Improved resources	1

Local Characteristics

Other Reasons to Leave	N
Geographic location	2
Weather	3
City size, quality	1

Climate

Other Reasons to Leave	N
Want to feel needed, valued, respected, heard	2
Work environment/atmosphere	3
Join an organization/pratice that shares my values, supports my goals	3
To find or improve mentoring opportunities	2
Less xenophobic department	1
Less anti-women department	1

Miscellaneous

Other Reasons to Leave	N
Cannot interpret	1

Career and Advancement

Other Reasons to Leave	N
Adjustments to administrative load, burdens	1
To reach leadership position (e.g., chair, administrator, director)	2
Reduced or more flexible working hours	1
Need change, challenge	1
Alternative career path	1
Develop an institution	1
Regain control of professional life	1
Use my skills, have very specialized skills set	2
Eliminate the disparity between academia and real work in the trenches	1

Teaching-Specific Concerns

Other Reasons to Leave	N
Teaching opportunities	1

Table S9b. Reasons for Staying at UW-Madison, CHS/Clinical Faculty Only (Full Codebook)

Financial and Resource Factors

Reasons to Stay	N
Facilities/Equipment/Resources/Support (nonspecific)	4
Salary	8
Benefits (nonspecific)	13
Healthcare benefits	6
Retirement benefits	9
Financial commitments, general	2

Exogenous/Market Factors

Reasons to Stay	N
Weak economy, general job market (nonspecific)	2

Institutional Factors

Reasons to Stay	N
Quality, characteristics of university, campus	8
College/university leadership or administrators	2
Institutional prestige, reputation, rank, rating	8
Centers/programs on campus	1
Institutional loyalty, institutional pride	6
Institutional values, institutional mission	2
Institutional potential	1
Institutional community	1

Department, Division, or School/College

Reasons to Stay	N
Colleagues/Collaborators (department specific)	4
Environment/climate/environment/atmosphere/culture (department specific)	4
Quality, characteristics of department or division	8
Department chair, section chief, or leadership	11
Mentoring	4
Loyalty to department/colleagues, commitment to enhancing department/program	2
Shared responsibilities, workload	3

Climate and Interpersonal Interactions

Reasons to Stay	N
General institutional climate, environment, culture	9
Happy here, comfortable, it's great, love it; good/great place to work	15
Familiarity	4
Feel appreciated/supported/needed/valued/respected; environment has these qualities	14
Colleagues/Collaborators (general or outside their departments, faculty and staff)	42
Academic/intellectual environment	10
Diversity	3

Career, Job-related Issues; Advancement

Reasons to Stay	N
Career opportunities, promotion	3
Enjoy job, work	22
Established in career, here a long time	5
Leadership/administrative opportunities	4
Autonomy, academic freedom, flexibility	11
Inertia	7
Proximity to retirement	5
Job stability, security	6
Intellectual goals/purpose; potential for future success, impact, or growth; rewarding	12
Service and outreach opportunities	1

Local Characteristics

Reasons to Stay	N
City of Madison/State of Wisconsin	71
Quality of life, standard of living, lifestyle	8
Location/area/region (nonspecific)	5
Community culture/climate, community e	12
Public Schools	4
Local political/social environment	2
Cost of living	2
Weather	1
Sports facilities, sports teams, outdoor activities	2
Farmer's market	1
Traffic	1

Personal Factors

Reasons to Stay	N
Family (general)	49
Spouse's/partner's job; dual-career family	13
Friends, social network	6
Kids in school/do not want to uproot family	8
Mobile	1
Age	1
Personal (general)	1
Work-life balance	1

Negative Comments

Reasons to Stay	N
Plans on/still considering leaving/have left/have retired	2
No opportunities to move internally or leave	2
Feel stuck, trapped	1
Departmental climate is extremely negative, "swimming with sharks"	1
Had previous problems with abuse or harassment	1
Don't want to move/start over	1
Recent decline in the city	1
People are underpaid, inadequate benefits	1
Research is not transferable	1
Difficulty of change	1
Do not feel recognized, respected	2

Research-specific Factors

Reasons to Stay	N
Investment in research program/research or program in progress	3
Research opportunities	3
Research environment or culture (research specific)	6
Commitment to research quality, creativity, excellence (institutional or personal)	2
Collaborative and/or interdisciplinary opportunities, traditions	7

Teaching-specific Factors

Reasons to Stay	N
Teaching opportunities	6
Commitment to teaching, teaching mission (individual or institutional)	1
Low or reasonable teaching load	3
Quality of teaching, teaching facility	1

Student-specific Factors

Reasons to Stay	N
Quality of, working with students	9

Other/Miscellaneous Factors

Reasons to Stay	N
Don't want to move	4
Hope for a better future	4
Improvement of past problems	2
Not applicable	1
Illegible	1
Just started	4
No reason to leave	1
Here for the long term, no plans to leave	3
Respondent unsure if should be in sample group	1

Clinical Practice Factors

Reasons to Stay	N
Clinical opportunities, clinical practice	10
Commitment to patients, patient care	1
Continuity and quality of care	5
Electronic medical records	1
Healthcare system, clinic(s), clinical facility(ies)	7
Patient referral system/processes	2
Quality, characteristics of, working with patients	12
Low or reasonable clinical load	3
Commitment to improving patient care or clinical practice	1
Backup layers/clinical service support	1
Clinical colleagues	4
Staff at Ronald McDonald House	1

Table S10b. Reasons for Considering Leaving UW-Madison, CHS/Clinical Faculty Only (Full Codebook)

Salary, Title, and Benefits Factors

Reasons to Consider Leaving	N
Salary (general)	32
Salaries are not competitive/ comparable to outside institutions, private practice	7
Salaries inequitable (gender)	1
Salaries, titles inequitable (experience, abilities, productivity, expectations)	9
Salary raises are low, inadequate	4
Furloughs, salary cuts, declining salary	4
Benefits ("perks", e.g., tuition remission/reduction)	1
Benefits, retirement	2
Benefits, vacation, time off	2
Resources/support/funding/money (non-specific)	5
Overhead system; increasing overhead costs	3

Institutional Factors

Reasons to Consider Leaving	N
Relationship with state government; public suppport or perceptions	3
Administration/leadership, leadership decisions, administrative policies and actions, leaders' values	6
Institutional flexibility/adaptability; regulations/compliance/accountability/ clerical work; bureaucracy	10
Institutional mission, values, ambitions, direction, priorities	2
Altruism not valued, rewarded	1
Parental leave support, policies	1
Institution that has understanding of public health	1

Departmental, School/College, or Divisional

Reasons to Consider Leaving	N
Department or program, school or college, division (general)	8
Climate (department or division specific)	9
Departmental mission, vision, direction, values, priorities	1
Departmental prestige, reputation, rank, standing, quality	1
Leadership, administrators, supervisors; their policies or actions, values	21
Administrative support or support staff	3
Departmental or division colleagues; quality of, relationships and interactions with	4
Unsatisfied, feel unappreciated/disrespected/ unsupported/not valued/unrewarded/ unrecognized/no voice/no departmental fit, insufficient colleagiality	17

Local Characteristics

Reasons to Consider Leaving	N
In Madison/State of WI	4
Location, geography, geology/environment (e.g., mountains)	2
Weather	11
Property taxes, housing costs, cost of living	2
Transportation: Airport	1
Local climate, inequality for LBGT community	1

Personal Factors

Reasons to Consider Leaving	N
Family or personal (general)	9
Spouse/partner career opportunity; dual-care	13
Proximity to family, spouse/partner	9
Health, family health issues	1
Work-life balance	6
Children finished/ing school	1
Happier overall	1
Chilcare issues	1

Research-Specific Factors

Reasons to Consider Leaving	N
Research opportunities, (in)ability to do own/desired research, research fit	1
Insufficient time for research	4
Research overemphasized, most supported	4
No interest in research	1

Teaching-specific Factors

Reasons to Consider Leaving	N
Teaching load/responsibilities	3
Teaching opportunities, time to teach	3
Teaching, academics, education not valued	3

Support for career development, professional support, continuing education	4
Distribution of responsibilities	2
High turnover, losing staff, faculty recruitment	5

Clinical Practice Factors

Reasons to Consider Leaving	N
Clinical opportunities	6
Clinical, patient load load; productivity expectations	19
EPIC software, electronic medical records	3
Clinical work not valued, respected, appreciated	5
	1
Decreasing clinical reimbursement	
If no longer effective clinician	1
Government-run healthcare, universal healthcare	2
Nurses have too much power	1
Interference with the primary care relationship	1
CHS, pure MD faculty treated like second class citizens	2
Fragmentation of medical care	1
Support for women's health	1
Lack of focus on medicine, practicing medicine	2
Patient care quality, clinical excellence	1
Change in specialty/clinical department	1
	1
Comprehensive clinical community	
Healthlink	1
	1
Lack of respect for patients, community	
Lack of clinical support	1

Career, Advancement, Job-specific Factors

Reasons to Consider Leaving	N
Tenure and promotion process, did not or will not receive; Expectations or standards for tenure or promotion, application	6
Demands/workload/hours/deadlines	29
Administrative load/burden	4
Skills/expertise/specialty not utilized	3
Retirement, proximity to retirement	15
Want a change/new opportunities/challenge/growth; advancement opportunities	24
No perceived advancement, visibility opportunities; future opportunities diminishing	2
Stress levels, burnout	7
Greater autonomy, flexibility in work, working hours, position percentage	9
If no longer effective leader	1
Better, more mentorship opportunities	2
Working collaboratively or collegially, with others	4
Job description, duties, expectations	5
Find work better aligned with philosophy, goals, values	3
Concerns about job stability	1
Cannot have tenure, tenure for clinical faculty members	4
More equitable job situation	1
More protected academic time	1

Other/Miscellaneous

Reasons to Consider Leaving	N
None, no reason, do not want to leave	10
Positive comments, improvement of past problems	1
Desire to leave, considering/ed leaving, wish had left when tenured, have left	5
Offered or sought position elsewhere (formal or informal)	3
Not applicable	1
	1
Winning the lottery	
	1
Almost everything else	
No active recruitment efforts	1
	1
Most important reason	
Do not feel that things can change, be changed	1
Illegible	1

Climate

Reasons to Consider Leaving	N
Institutional climate, general	8
Institutional climate, gender	5
No culture of assessing performance or behavior, no culture of improvement or excellence	1
Unsatisfied, feel unappreciated/ disrespected/unsupported/not valued/unrewarded/unrecognized/ isolated/no voice; insufficient colleagiality	19
Lack of diversity/diversity issues	1
Colleagues, quality of or relationships and interactions with (general, or non-department specific); lack of	4

Table S11b. Satisfaction With Resources, CHS/Clinical Faculty Only

How satisfied are you with the resources UW-Madison provides…

	N	To support your research and scholarship			To support your teaching			To support your clinical work			To support your extension or outreach activities	
		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.
Total	518	3.38	(1.18)		3.50	(1.18)		3.54	(1.20)		3.35	(1.08)
Women	254	3.22	(1.18)	*	3.43	(1.18)		3.44	(1.21)		3.26	(1.13)
Men	264	3.53	(1.16)		3.57	(1.17)		3.64	(1.19)		3.42	(1.03)
Faculty of Color	52	3.00	(1.26)	*	3.31	(1.31)		3.42	(1.29)		3.06	(1.13)
Majority Faculty	465	3.41	(1.16)		3.52	(1.16)		3.55	(1.20)		3.37	(1.06)
Not US Citizen	25	3.87	(0.92)		3.30	(1.11)		3.64	(1.25)		3.06	(0.83)
US Citizen	493	3.36	(1.18)		3.51	(1.18)		3.54	(1.20)		3.36	(1.09)
Biological Science	492	3.39	(1.17)		3.51	(1.17)		3.57	(1.20)		3.35	(1.06)
Social Studies	25	3.16	(1.25)		3.26	(1.18)		3.04	(1.20)	*	3.29	(1.27)
Clinical	255	3.30	(1.15)		3.44	(1.19)		3.49	(1.20)		3.30	(1.04)
CHS	262	3.42	(1.19)		3.56	(1.16)		3.60	(1.21)		3.39	(1.11)
Assistant Rank	241	3.55	(1.13)	*	3.62	(1.10)	*	3.67	(1.16)	*	3.36	(1.07)
Associate or Full Rank	277	3.24	(1.20)		3.41	(1.23)		3.43	(1.23)		3.34	(1.09)
Multiple Appointments	27	3.13	(1.33)		3.44	(1.28)		3.44	(1.08)		3.11	(0.99)
Single Appointment	490	3.39	(1.17)		3.50	(1.17)		3.54	(1.21)		3.36	(1.08)
Non-Mainstream Research	146	3.40	(1.17)		3.41	(1.11)		3.49	(1.16)		3.31	(1.05)
Mainstream Research	77	3.51	(1.19)		3.44	(1.17)		3.56	(1.30)		3.35	(1.08)

* Significant difference at *p*<.05.

Table S12b. Satisfaction With Salary, CHS/Clinical Faculty Only

	N	How satisfied are you with your salary?		
		Mean	Std. Dev.	
Total	549	3.25	(1.20)	
Women	274	3.18	(1.23)	
Men	275	3.31	(1.16)	
Faculty of Color	53	3.04	(1.21)	
Majority Faculty	495	3.27	(1.19)	
Not US Citizen	25	3.48	(1.12)	
US Citizen	524	3.23	(1.20)	
Biological Science	514	3.29	(1.20)	
Social Studies	33	2.48	(0.97)	*
Clinical	278	3.04	(1.25)	*
CHS	270	3.46	(1.11)	
Assistant Rank	256	3.24	(1.13)	
Associate or Full Rank	293	3.25	(1.25)	
Multiple Appointments	29	3.03	(1.18)	
Single Appointment	517	3.26	(1.20)	
Non-Mainstream Research	148	3.18	(1.18)	
Mainstream Research	79	3.18	(1.32)	

* Significant difference at $p<.05$.

Section 5: Appendices

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Appendix 1: Survey Instrument

Study of Faculty Worklife at the University of Wisconsin-Madison, 2010

For the following questions, your **"department"** is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a Center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your promotion home. For all ranks, "faculty" is defined here as anyone who is on the tenure, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

1. In what year were you last hired at UW-Madison as a faculty member?

1a. Was this after January 1, 2006?

○ Yes   ○ No ➜ **Go to question 3**

2. Thinking about the hiring process in your department, how satisfied were you with…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …the overall hiring process?	○	○	○	○	○	☐
b. …the department's effort to obtain resources for you?	○	○	○	○	○	☐
c. …the department faculty's efforts to meet you?	○	○	○	○	○	☐
d. …your interactions with the search committee?	○	○	○	○	○	☐

3. Do you do research in your position?

○ Yes   ○ No ➜ **Go to question 6**

COLLABORATION – We would like to know more about patterns of collaboration among UW-Madison faculty.

4. Thinking about your research collaborations with UW-Madison faculty, currently…	Number of colleagues
a. …how many colleagues in your department do you collaborate with on research?	
b. …how many additional colleagues in your department are potential research collaborators?	
c. …how many colleagues outside your department do you collaborate with on research?	
d. …how many additional colleagues outside your department are potential research collaborators?	

5. Thinking about your research collaborations with UW-Madison faculty…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …how satisfied are you with opportunities to collaborate with faculty in your department?	○	○	○	○	○	☐
b. …how satisfied are you with opportunities to collaborate with faculty in other departments at UW-Madison?	○	○	○	○	○	☐
c. …how much is interdisciplinary research recognized and rewarded by your department?	○	○	○	○	○	☐
d. …how interdisciplinary is your current research?	○	○	○	○	○	☐
e. …how mainstream is your current research within your department?	○	○	○	○	○	☐

THE PROMOTIONAL PROCESS AT UW-MADISON – We are interested in how faculty experience the process of first promotion, from assistant to associate.

6. Are you an Associate Professor or Professor in your job track?

◯ Yes   ◯ No ➜ **Go to question 7**

6a. Did you receive your first promotion (to Associate) at a university other than UW-Madison?

◯ No   ◯ Yes ➜ **Go to question 15**

6b. Did you receive your first promotion (to Associate) after January 1, 2006?

◯ Yes   ◯ No ➜ **Go to question 15**

7. Thinking about the promotional process in your department, how well do/did you understand…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …the criteria for achieving promotion?	◯	◯	◯	◯	◯	☐
b. …the research expectations for achieving promotion?	◯	◯	◯	◯	◯	☐
c. …the teaching expectations for achieving promotion?	◯	◯	◯	◯	◯	☐
d. …the service expectations for achieving promotion?	◯	◯	◯	◯	◯	☐
e. …the outreach and extension expectations for achieving promotion?	◯	◯	◯	◯	◯	☐
f. …the clinical expectations for achieving promotion?	◯	◯	◯	◯	◯	☐

8. Thinking about the promotional process in your department…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …how satisfied are/were you with the promotion process overall?	◯	◯	◯	◯	◯	☐
b. …how clearly are/were the criteria for promotion communicated?	◯	◯	◯	◯	◯	☐
c. …how much are/were your other responsibilities reduced so you could build your research program?	◯	◯	◯	◯	◯	☐
d. …how supported do/did you feel in your advancement to promotion?	◯	◯	◯	◯	◯	☐
e. …how consistent are the messages you received from senior colleagues about the requirements for promotion?	◯	◯	◯	◯	◯	☐
f. …how well does/did the way you do research, teaching, clinical work, and/or service fit with the way they are/were evaluated for promotion?	◯	◯	◯	◯	◯	☐
g. …how consistent are/were the criteria for promotion with the stated responsibilities of your position at the time of your hire?	◯	◯	◯	◯	◯	☐

9. In setting a standard of excellence for promotion evaluation in your field, how lax or severe is/was…	Too lax	Somewhat lax	Standard is just right	Somewhat severe	Too severe	NA
a. …your departmental executive committee?	◯	◯	◯	◯	◯	☐
b. …your school/college committee?	◯	◯	◯	◯	◯	☐

10. In applying the standards for promotion in your field, how arbitrary or fair is/was…	Always arbitrary	Mostly arbitrary	Sometimes arbitrary, sometimes fair	Mostly fair	Always fair	NA
a. …your departmental executive committee?	◯	◯	◯	◯	◯	☐
b. …your school/college committee?	◯	◯	◯	◯	◯	☐

11. Regarding the promotion process at UW-Madison, how useful are/were the following sources of information:	Not at all	A little	Somewhat	Very	Extremely	NA
a. Your department chair?	◯	◯	◯	◯	◯	☐
b. Official mentors at UW-Madison, within your department?	◯	◯	◯	◯	◯	☐
c. Other mentors at UW-Madison, within your department?	◯	◯	◯	◯	◯	☐
d. Mentors at UW-Madison, outside your department?	◯	◯	◯	◯	◯	☐
e. Mentors outside UW-Madison?	◯	◯	◯	◯	◯	☐
f. Department feedback on your progress?	◯	◯	◯	◯	◯	☐
g. Peers at UW-Madison?	◯	◯	◯	◯	◯	☐
h. Peers outside UW-Madison?	◯	◯	◯	◯	◯	☐
i. Workshops?	◯	◯	◯	◯	◯	☐
j. Websites?	◯	◯	◯	◯	◯	☐
k. Sample dossiers?	◯	◯	◯	◯	◯	☐
l. Other? Please specify:_____	◯	◯	◯	◯	◯	☐

12. Are you on the Clinical Health Sciences (CHS) track?

◯ Yes   ◯ No ➜ **Go to question 14**

12a. At any time since you started working at UW-Madison, have you had your promotion clock slowed or stopped for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?

◯ Yes, within the past year
◯ Yes, more than a year ago but within the past five years
◯ Yes, more than five years ago
◯ No ➜ **Go to question 14**

13. How supportive was your department concerning having your promotion clock stopped or slowed?

Very unsupportive	Somewhat unsupportive	Neither unsupportive nor supportive	Somewhat supportive	Very supportive	Not applicable
◯	◯	◯	◯	◯	☐

14. What could be done to improve the promotion process for junior faculty at UW-Madison?

WORKLOAD—Please answer the following questions about your workload, using as a reference the 2009/10 academic year, running from July 1, 2009 through June 30, 2010. If you are on leave this year, please answer these questions referencing the 2008/09 academic year.

15. In the current academic year, excluding independent studies…	Number of courses
a. …how many courses primarily for undergraduate students did you teach?	
b. …how many courses primarily for graduate or professional students, including medical students, did you teach?	

16. In the current academic year, have you done clinical teaching in an outpatient setting?

◯ Yes   ◯ No ➜ **Go to question 17**

16a. In the current academic year, on average per week, in how many outpatient sessions do you supervise students or residents? ☐ sessions per week

17. In the current academic year, have you done clinical teaching in an inpatient setting?

◯ Yes ◯ No ➜ **Go to question 18**

17a. Over the current academic year, how many weeks on service will you supervise students or residents?	weeks

18. In the current academic year, how many of each of the following types of advisees do you have?	Number
a. Undergraduate students?	
b. Graduate or professional students, including medical students?	
c. Postdoctoral associates, residents, or fellows?	
d. Informal student advisees?	

19. In the current academic year, excluding thesis committees, on how many formal and adhoc committees do you serve?	Number
a. Departmental committees?	
b. University, school, divisional, or hospital committees?	
c. External committees or boards related to your discipline such as accreditation, editor of a journal, or officer of a professional association?	

20. In the past 12 months, how many of each of the following did you submit?	Number
a. Papers for publication in peer-reviewed journals?	
b. Papers for presentation at conferences?	
c. Books: authored?	
d. Books: edited?	
e. Chapters in books?	
f. Other scholarly or creative works? Please specify:_____	
g. Grant proposals?	

21. During an academic year, how many hours is your typical work week?	

22. As you think about how you spend your time in an academic year, what percent of your average work week do you spend on each of the following work-related activities?	Percent of time
a. Teaching (including preparing materials for class, lecturing, clinical teaching, etc.)	%
b. Meeting or communicating with students outside of courses (office hours, advising, supervising research, writing letters of recommendation, etc.)	%
c. Scholarship (including writing, attending professional meetings, etc.)	%
d. Fulfilling administrative responsibilities	%
e. Fulfilling committee work/University service	%
f. External paid consulting	%
g. Clinical work	%
h. Extension/Outreach activities	%
i. Other work-related activities; please specify:_____	%
TOTAL	**100%**

23. In the current academic year, overall, how would you rate the reasonableness of your workload?

Much too light   Too light   Just right   Too heavy   Much too heavy

◯   ◯   ◯   ◯   ◯

DIVERSITY & CLIMATE—We would like to know more about how you experience interactions with others in your work environment.

24. Thinking about interactions with colleagues and others in your department, how often...	Never	Rarely	Sometimes	Often	Very often	NA
a. …are you treated with respect by colleagues?	○	○	○	○	○	☐
b. …are you treated with respect by students?	○	○	○	○	○	☐
c. …are you treated with respect by staff?	○	○	○	○	○	☐
d. …are you treated with respect by your department chair?	○	○	○	○	○	☐
e. …do you feel excluded from an informal network in your department?	○	○	○	○	○	☐
f. …do your department colleagues solicit your opinion about work-related matters, such as clinical advice, teaching, research, and/or service?	○	○	○	○	○	☐
g. …do you do work that is not formally recognized by your department?	○	○	○	○	○	☐
h. …do you feel isolated in your department?	○	○	○	○	○	☐
i. …do you feel isolated on the UW campus overall?	○	○	○	○	○	☐

25. Thinking about interactions with colleagues and others in your department…	Not at all	A little	Somewhat	Very	Extremely	NA
a. …how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?	○	○	○	○	○	☐
b. …how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?	○	○	○	○	○	☐
c. …how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?	○	○	○	○	○	☐
d. …how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	○	○	○	○	○	☐
e. …how valued by your colleagues is your research and scholarship?	○	○	○	○	○	☐
f. …how valued by your colleagues is your clinical practice?	○	○	○	○	○	☐
g. … how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate faculty member?	○	○	○	○	○	☐
h. … how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?	○	○	○	○	○	☐
i. …how well do you fit into your department or unit?	○	○	○	○	○	☐

26. Thinking about your participation in the decision-making process in your department, how often…	Never	Rarely	Sometimes	Often	Almost always	NA
a. …do you have a voice in the decision-making that affects the direction of your department?	○	○	○	○	○	☐
b. …do you have a voice in how resources are allocated?	○	○	○	○	○	☐
c. …do meetings allow all participants to share their views?	○	○	○	○	○	☐
d. …do committee assignments rotate fairly?	○	○	○	○	○	☐
e. …does your department chair involve you in decision-making?	○	○	○	○	○	☐

27. At UW-Madison, <u>climate</u> is defined by the Campus Climate Network Group (2002) as *"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."*

These questions are about climate at UW-Madison.	Very negative	Negative	Mediocre	Positive	Very positive	Don't know
a. In my department, the overall climate is….	○	○	○	○	○	☐
b. In my department, the climate for <u>women</u> is…..	○	○	○	○	○	☐
c. In my department, the climate for <u>faculty of color</u> is…	○	○	○	○	○	☐
d. In my school or college, the overall climate is….	○	○	○	○	○	☐
e. In my school or college, the climate for <u>women</u> is…..	○	○	○	○	○	☐
f. In my school or college, the climate for <u>faculty of color</u> is…	○	○	○	○	○	☐

28. Thinking of diversity broadly as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another...

…how much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?	Strongly disagree	Somewhat disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Somewhat agree	Strongly agree
a. Commitment to diversity is demonstrated in my department.	○	○	○	○	○	○	○
b. Commitment to diversity is demonstrated at the UW-Madison.	○	○	○	○	○	○	○
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	○	○	○	○	○	○	○

29. In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?

　　○ Yes　　　○ No

30. This academic year at UW-Madison, how often do you…	Less than annually	Annually	Once per semester	Monthly	Weekly	Daily	Never or no mentor
a. …meet with official mentors in your department?	○	○	○	○	○	○	☐
b. …meet with other mentors within your department?	○	○	○	○	○	○	☐
c. …meet with other mentors outside your department?	○	○	○	○	○	○	☐

31. While at UW-Madison, do you feel as though you have received adequate mentoring?

　　○ Yes　　　○ No　　　○ Not applicable

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.

32. Using this definition, within the <u>last three years</u>, 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

33. Thinking about sexual harassment at UW-Madison…	Not at all	A little	Somewhat	Very	Extremely	Don't know
a. …how seriously is sexual harassment treated on campus?	○	○	○	○	○	☐
b. …how common is sexual harassment on campus?	○	○	○	○	○	☐
c. …how well do you know the steps to take if a person comes to you with a problem with sexual harassment?	○	○	○	○	○	☐
d. …how effective is the process for resolving complaints about sexual harassment at UW-Madison?	○	○	○	○	○	☐

SATISFACTION WITH UW-MADISON – We want to know more about your satisfaction with UW-Madison as an employer.

34. In general, how satisfied are you…	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
a. …being a faculty member at UW-Madison?	○	○	○	○	○
b. …with your career progression at the UW-Madison?	○	○	○	○	○

35a. What factors *contribute most* to your satisfaction at UW-Madison?

35b. What factors *detract most* from your satisfaction at UW-Madison?

36. In the last five years, while at UW-Madison, have you received a formal or informal outside job offer that you took to your department chair or dean?

○ Yes   ○ No ➜ **Go to question 38**

37. Has that formal or informal outside job offer(s) resulted in adjustments to…	Yes	No
a. …salary?	○	○
b. …administrative responsibilities?	○	○
c. …teaching load?	○	○
d. …clinical load?	○	○
e. …leave time?	○	○
f. …special timing of promotion clock?	○	○
g. …equipment, laboratory, or research funding?	○	○
h. …employment for spouse or partner?	○	○
i. …other? Please specify:_____	○	○

38. In the next three years, how likely are you to leave UW-Madison?

Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
○	○	○	○	○

39. To what extent, if at all, have you considered the following as reasons to leave UW-Madison:	Not at all	To some extent	To a great extent	NA
a. To increase your salary?	○	○	○	☐
b. To improve your prospects for tenure or promotion?	○	○	○	☐
c. To enhance your career in other ways?	○	○	○	☐
d. To find a more supportive work environment?	○	○	○	☐
e. To increase your time to do research?	○	○	○	☐
f. To pursue a nonacademic job?	○	○	○	☐
g. To reduce stress?	○	○	○	☐
h. To address child-related issues?	○	○	○	☐
i. To improve the employment situation of your spouse or partner?	○	○	○	☐
j. To lower your cost of living?	○	○	○	☐
k. Retirement?	○	○	○	☐
l. To adjust your clinical load?	○	○	○	☐
m. Other? Please specify:_____	○	○	○	☐

40a. Please share any other thoughts about your reasons for <u>staying</u> at UW-Madison.

40b. Please share any other thoughts about why you would consider <u>leaving</u> UW-Madison.

41. Thinking about all university, school or college, and departmental resources, how satisfied are you with the <u>resources</u> UW-Madison provides...	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	NA
a. …to support your <u>research and scholarship</u>?	◯	◯	◯	◯	◯	☐
b. …to support your <u>teaching</u>?	◯	◯	◯	◯	◯	☐
c. …to support your <u>clinical work</u>?	◯	◯	◯	◯	◯	☐
d. …to support your <u>extension or outreach activities</u>?	◯	◯	◯	◯	◯	☐

42. How satisfied are you with your salary?

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
◯	◯	◯	◯	◯

PERSONAL DEMOGRAPHICS—As for the entire survey, 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.

43. What is your sex? ◯ Male ◯ Female

44. Are you Hispanic or Latino? ◯ Yes ◯ No

45. Please check all the categories that describe your race.

◯ African American or Black ◯ Caucasian or White
◯ Asian ◯ Native Hawaiian or other Pacific Islander
◯ American Indian or Alaskan Native ◯ Other; please explain: _____

46. What is your sexual orientation?

◯ Heterosexual ◯ Gay or Lesbian ◯ Bisexual

47. What is your citizenship status?

◯ U.S. Citizen ◯ U.S. Permanent Resident ◯ Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

48. What is your current title?

◯ Assistant Professor ◯ Associate Professor ◯ Professor
◯ Assistant Professor (CHS) ◯ Associate Professor (CHS) ◯ Professor (CHS)
◯ Clinical Assistant Professor ◯ Clinical Associate Professor ◯ Clinical Professor
◯ Other, please specify_____

49. Which department/unit/section/division did you have in mind when completing this survey?

THANK YOU **for your time! Results will be posted at http://wiseli.engr.wisc.edu/facworklife.php in late 2010.**

Section 5: Appendices

Appendix 2: List of Departments

Appendix 2. Departmental Division Designations, 2010

UDDS	Department_Name	Department_Division	Science/Non-Science
A072000	Agricultural & Applied Economics	S	Non-Science
A072200	Biological Systems Engineering	P	Science
A072400	Life Sciences Communication	S	Non-Science
A072600	Agronomy	B	Science
A072700	Animal Science	B	Science
A072800	Bacteriology	B	Science
A073000	Biochemistry	B	Science
A073400	Dairy Science	B	Science
A073600	Entomology	B	Science
A074000	Food Science	B	Science
A074200	Genetics	B	Science
A074300	Horticulture	B	Science
A074600	Nutritional Sciences	B	Science
A074800	Plant Pathology	B	Science
A075200	Community & Environmental Sociology	S	Non-Science
A075400	Soil Science	P	Science
A076400	Forest Ecology & Management	B	Science
A076600	Natural Resources-Landscape Architecture	S	Non-Science
A076800	Urban & Regional Planning	S	Non-Science
A122000	School of Business	S	Non-Science
A171000	Art	H	Non-Science
A171600	Counseling Psychology	S	Non-Science
A172000	Curriculum & Instruction	S	Non-Science
A172300	Educational Leadership & Policy Analysis	S	Non-Science
A172700	Educational Policy Studies	S	Non-Science
A173000	Educational Psychology	S	Non-Science
A176000	Kinesiology	B	Science
A176020	Dance	H	Non-Science
A177800	Rehabilitation Psychology & Special Education	S	Non-Science
A191200	Chemical & Biological Engineering	P	Science
A191500	Civil & Environmental Engineering	P	Science
A192500	Electrical & Computer Engineering	P	Science
A194200	Biomedical Engineering	P	Science
A195000	Industrial Engineering	P	Science
A196200	Mechanical Engineering	P	Science
A197500	Materials Science & Engineering	P	Science
A198000	Engineering Physics	P	Science
A199500	Engineering Professional Development	P	Science
A271000	School of Human Ecology	S	Non-Science
A403900	Nelson Institute for Environmental Studies	B	Science
A451000	Law School	S	Non-Science
A480600	African Languages & Literature	H	Non-Science
A480700	Anthropology	S	Non-Science
A480800	Afro-American Studies	S	Non-Science
A480900	Art History	H	Non-Science
A481100	Astronomy	P	Science
A481300	Botany	B	Science
A481400	Communication Arts	S	Non-Science
A481500	Chemistry	P	Science
A481700	Classics	H	Non-Science
A481800	Communicative Disorders	B	Science
A481900	Comparative Literature	H	Non-Science
A482000	Computer Sciences	P	Science
A482100	East Asian Languages & Literature	H	Non-Science
A482200	Economics	S	Non-Science

Appendix 2. Departmental Division Designations, 2010

UDDS	Department_Name	Department_Division	Science/Non-Science
A482400	English	H	Non-Science
A482500	Ethnic Studies	S	Non-Science
A482600	French & Italian	H	Non-Science
A482900	Geography	S	Non-Science
A483200	Geology & Geophysics	P	Science
A483500	German	H	Non-Science
A483700	Hebrew & Semitic Studies	H	Non-Science
A483800	History	H	Non-Science
A483900	History of Science	H	Non-Science
A484400	LaFollette School of Public Affairs	S	Non-Science
A484900	School of Journalism & Mass Communication	S	Non-Science
A485100	School of Library & Information Studies	S	Non-Science
A485200	Linguistics	H	Non-Science
A485400	Mathematics	P	Science
A485700	Atmospheric & Oceanic Sciences	P	Science
A486000	School of Music	H	Non-Science
A486500	Philosophy	H	Non-Science
A486700	Physics	P	Science
A487200	Political Science	S	Non-Science
A487400	Psychology	S	Non-Science
A487800	Scandinavian Studies	H	Non-Science
A488000	Slavic Languages	H	Non-Science
A488200	Social Work	S	Non-Science
A488300	Sociology	S	Non-Science
A488400	Languages & Cultures of Asia	H	Non-Science
A488500	Spanish & Portuguese	H	Non-Science
A489000	Statistics	P	Science
A489200	Theatre & Drama	H	Non-Science
A489400	Urban & Regional Planning	S	Non-Science
A489600	Gender & Women's Studies	H	Non-Science
A489700	Zoology	B	Science
A498300	Social Sciences	H	Non-Science
A530600	Anatomy	B	Science
A530900	Anesthesiology	B	Science
A531200	Biostatistics & Medical Informatics	B	Science
A532000	Family Medicine	B	Science
A532500	Genetics	B	Science
A532800	Obstetrics & Gynecology	B	Science
A533100	Medical History & Bioethics	B	Science
A533300	Human Oncology	B	Science
A534200	Medicine	B	Science
A534300	Dermatology	B	Science
A534700	Medical Microbiology	B	Science
A534800	Medical Physics	B	Science
A535100	Neurology	B	Science
A535700	Neurological Surgery	B	Science
A535900	Oncology	B	Science
A536000	Ophthalmology & Visual Sciences	B	Science
A536100	Orthopedics & Rehabilitation	B	Science
A536300	Pathology & Laboratory Medicine	B	Science
A536700	Pediatrics	B	Science
A537200	Pharmacology	B	Science
A537700	Biomolecular Chemistry	B	Science
A538100	Physiology	B	Science
A538500	Population Health Sciences	B	Science

Appendix 2. Departmental Division Designations, 2010

UDDS	Department_Name	Department_Division	Science/Non-Science
A538900	Psychiatry	B	Science
A539300	Radiology	B	Science
A539700	Surgery	B	Science
A539800	Urology	B	Science
A545000	School of Nursing	S	Non-Science
A561000	School of Pharmacy	B	Science
A872100	Medical Sciences	B	Science
A873100	Pathobiological Sciences	B	Science
A874100	Comparative Biosciences	B	Science
A875100	Surgical Sciences	B	Science
A938100	Liberal Studies & the Arts	H	Non-Science
A938800	Professional Development & Applied Studies	S	Non-Science

Section 5: Appendices

Appendix 3: Variable Definitions

Appendix 3: Variable Definitions

Variable	Source	Values	Definition	TT/C* Survey
Gender	Self-report, survey item 43	Women	'1' if Female	TT & C
		Men	'0' if Male	
Race/Ethnicity	Self-report, survey items 44, 45, 47	Faculty of Color	'1' if Hispanic or Latino, African American or Black, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, AND if US Citizen (see below)	TT & C
		Majority Faculty	'0' if Not Hispanic or Latino AND Caucasian or White, OR if Not US Citizen (see below)	
Citizenship Status	Self-report, survey item 47	Not US Citizen	'1' if US Permanent Resident or Non-Resident Alien	TT & C
		US Citizen	'0' if US Citizen	
Division (Dept)	Self-report, survey item 49. If missing, Major Department is used.	Biological Science	'1' if in Biological Science Department (Appendix 2)	TT & C
		Physical Science	'1' if in Physical Science Department (Appendix 2)	
		Social Studies	'1' if in Social Studies Department (Appendix 2)	
		Arts & Humanities	'1' if in Arts & Humanities Department (Appendix 2)	
Division (Ind)	Divisional Affiliation of faculty member. If not yet declared, Deptmental Division (see above) is used.	Biological Science	'1' if in Biological Science Division	TT
		Physical Science	'1' if in Physical Science Division	
		Social Studies	'1' if in Social Studies Division	
		Arts & Humanities	'1' if in Arts & Humanities Division	
Science/Non-Science	Created from Division (Dept) variable above	Science Department	'1' if in Biological or Physical Science Department (Appendix 2)	TT
		Non-Science Department	'0' if in Social Studies or Arts & Humanities Department (Appendix 2)	

Variable	Source	Values	Definition	TT/C* Survey
Tenure Status	Self-report, survey item 48. If missing, Current Title is used.	Untenured	'1' if Assistant Professor	TT
		Tenured	'0' if Associate Professor or Professor (Full)	
Multiple Appointments	Created from Appointment Department	Multiple Appointments	'1' if Non-zero appointment percentages in more than one department	TT & C
		Single Appointment	'0' if Non-zero appointment percentage in only one department	
Non-Mainstream	Self-report, survey item 4e(TT) or 5e (C)	Non-Mainstream Research	'1' if 'Not at all', 'A little', or 'Somewhat' response to item 4/5e	TT & C
		Mainstream Research	'0' if 'Very' or 'Extremely' response to item 4/5e	
Department Chair	Created from Current Title	Department Chair	'1' if held Department Chair title	TT
		Not Chair	'0' otherwise	
Sexual Orientation	Self-report, survey item 46	Gay/Lesbian	'1' if Gay or Lesbian	TT & C
		Bi/Heterosexual	'0' if Heterosexual or Bisexual	
Clinical Track Title Series	Self-report, survey item 48. If missing, Current Title is used.	Clinical	'1' if title is Clinical Professor of any rank	C
		CHS	'1' if title is Professor (CHS) of any rank	
Promotion Status	Self-report, survey item 48. If missing, Current Title is used.	Assistant Rank	'1' if title is Assistant Clinical Professor or Assistant Professor (CHS)	C
		Associate or Full Rank	'0' if title is Associate Clinical Professor, Clinical Professor, Associate Professor (CHS), Professor (CHS)	

* TT refers to Tenured/Tenure-Track survey results. C refers to Clinical/CHS survey results.