


Results from the 2010 *Study of Faculty Worklife at UW-Madison:* School of Medicine and Public Health Faculty



THE UNIVERSITY
WISCONSIN
 MADISON

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the department's effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the department faculty's efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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 <u>outside</u> your department do you collaborate with on research?	
d. ...how many additional colleagues <u>outside</u> 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much is interdisciplinary research recognized and rewarded by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how interdisciplinary is your current research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how mainstream is your current research within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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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 and its accompanying report, we report the 2010 results from the School of Medicine and Public Health (SMPH) faculty only.

Methodology

To date, three waves of this study have been implemented, in 2003, 2006, and 2010.² In this third wave, all SMPH tenured and tenure-track (TT) faculty, Clinician-Teacher track (CT) faculty and Clinical Health Sciences track (CHS) faculty of all ranks were surveyed. All surveys (one instrument for TT faculty and one for CT/CHS faculty³) were 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 Tenure/Promotional Process, Workload, Climate, Diversity, Mentoring, Sexual Harassment, and Satisfaction with UW-Madison. Survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race and ethnicity, rank)⁴. 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

1,354 UW-Madison SMPH faculty members received the 2010 wave instrument in the Spring semester. 680 responded, for a 50% response rate.

Differential Response by Demographic Characteristics

Women SMPH faculty were more likely than Men to respond. Faculty of Color responded at slightly lower rates than Majority Faculty, and Assistant Rank faculty responded at lower rates than faculty who were at Associate or Full Rank. Finally, the response rate was slightly higher among TT faculty and CHS faculty, compared to CT faculty.

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 For reports detailing the response rates and findings of the 2003, 2006, and 2010 waves of the study, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

³ In this report, we refer to UW-Madison faculty members who have titles in the Clinician-Teacher and CHS tracks, at any rank, as CT/CHS faculty. This is to indicate that CT and CHS faculty are being referred to together as a single group, usually in comparison to tenured and tenure-track faculty. We refer to tenured and tenure-track faculty as "TT faculty" at any rank.

⁴ Variables used in the analysis of TT faculty and CT/CHS faculty responses are defined in the appendices of their respective reports, found at the WISELI website. Variable definitions for this report are found in Appendix 5 of the accompanying SMPH results report.

Hiring

Overall, SMPH faculty members in all tracks 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.

Some group differences emerged in this section. Faculty at the Assistant Rank were significantly less satisfied with the hiring process overall when compared to those at a higher rank. Women faculty members were less satisfied than Men with each aspect of the hiring process that we inquired about. Faculty of Color, on the other hand, were more satisfied with the hiring process overall and with each element of the process than Majority Faculty.

Collaboration

SMPH faculty in all tracks who engaged in research activities were somewhat satisfied with their opportunities for research collaborations both within and outside their departments. They reported that interdisciplinary research was somewhat recognized and rewarded in their departments and that their research was somewhat to very interdisciplinary. Respondents felt that their own research was only somewhat mainstream relative to the work of others within their departments.

Few differences were found in this section between groups according to gender, race and ethnicity, or citizenship. Women faculty and Assistant Rank faculty felt that their research was further from the mainstream of their departments than that of their comparison groups. Among the title tracks, TT faculty reported the most positive picture of interdisciplinary research and collaboration opportunities. They were the most satisfied with the opportunities they had, most likely to think interdisciplinary work was rewarded and recognized in their departments, and most likely to indicate that their research was "interdisciplinary". TT faculty also felt that their research was the most mainstream of all the track groups. CHS faculty and CT faculty were not as satisfied with or as optimistic about opportunities for interdisciplinary research.

Tenure and Promotional Processes at UW-Madison

In general, SMPH faculty in all tracks reported understanding the criteria for achieving tenure or promotion only a little, and were only somewhat satisfied with the experience overall. The faculty generally believed that departmental and higher level committees set standards of excellence for tenure or promotion at an appropriate level and were mostly fair in applying these standards.

There were very few differences between race and ethnicity or citizenship groups regarding tenure or promotional processes overall. The experiences of Women, Assistant Rank, and CT faculty were consistently more negative for many measures in this section relative to their comparison groups. This lower level of satisfaction extended to various aspects of tenure and promotional processes. These included feeling that general and specific expectations for achieving tenure or promotion were less clear, feeling unsupported during the process, and believing that the ways in which they perform core functions of their jobs (teaching, research, service, and clinical work) did not fit well with the ways in which they were evaluated for tenure or promotion.

In the final question for this section, we asked faculty members an open-ended question about what UW-Madison could do to improve tenure and promotional processes for junior faculty. The most common suggestions related to making the criteria and processes for tenure or promotion clear, stable, and explicit; communicating these criteria very early in faculty appointments; and providing

mentoring. A noticeable proportion of the respondents for this item noted that tenure or promotion had never been discussed with them, and that they were unaware of any such processes.

Workload

In this section, we explored the distribution of academic activities and work across different faculty groups at UW-Madison. SMPH faculty in all tracks reported working an average of about 55 hours per week, spending the most time on clinical work, conducting research, teaching, and fulfilling administrative responsibilities. Overall, the faculty rated their workload as slightly heavy.

We found differences in responses from various groups throughout this section. For example, CT and Assistant Rank faculty taught fewer graduate and professional courses, had fewer academic advisees of all types, and served on fewer committees of all types. Women performed less graduate or professional level teaching, less internal service, and less board service. Non-US Citizen faculty participated in less clinical outpatient and inpatient teaching.

Regarding academic productivity in the last year, SMPH faculty in all tracks submitted journal articles, conference papers and presentations, and grant proposals more than other kinds of academic products. Women faculty produced a significantly lower number of papers, conference papers and presentations, edited books, and book chapters compared to Men, but this is accounted for by their overrepresentation in the CT track. Assistant Rank and CT faculty also produced fewer of every type of scholarly product we inquired about commensurate with the expectations of their positions; TT faculty and Basic Science Department faculty (who, largely, make up the same groups) had the highest productivity.

Regarding work week hours and the perceived heaviness of their workloads, Assistant Rank and CT faculty worked fewer hours in a week than their comparison groups, and perceived their workloads to be the lightest relative to those groups.

Climate⁵

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.

SMPH faculty in all tracks reported a fairly positive climate in terms of their personal experiences. For example, they reported they were often treated with respect by their colleagues, students, staff, and chairs. They rarely felt excluded from an informal network in their departments, or isolated in their departments or on the campus. They often felt their colleagues solicited their opinions on work-related matters, and only sometimes felt that their work was not formally recognized in their departments. In thinking about their voice in departmental decision-making processes, the faculty reported that they sometimes had a voice in decisions that affect departmental directions and that their chairs sometimes involved them in decision-making, but less frequently felt they had a voice in resource allocation.

We also asked the faculty to rate the experience of climate for others. The faculty in all tracks felt that the climate in their departments was generally positive, and the climate at the school or college

⁵ 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, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.”

level was also positive (more so than in the department). They reported that the climate for Women and the climate for Faculty of Color were positive at both levels.

We saw that some faculty consistently rated climate as more negative than did their comparison groups. Women faculty were less satisfied with climate on all measures, significantly so for most. Faculty of Color showed a few significant differences, including being treated with less respect by students and staff in their departments, feeling less able to navigate unwritten rules, feeling more reluctant to voice their concerns, and feeling that they have to work harder to be perceived as legitimate scholars. However, Faculty of Color were also less likely to feel that they did work that went unrecognized by their departments, and were more likely to say that their colleagues valued their research and scholarship than were Majority Faculty. Compared to US Citizen faculty, Non-US Citizens reported being treated with more respect by their department chairs, being more likely to do work recognized or rewarded by their departments, feeling that their research and scholarship were valued more, feeling that they fit better in their departments, and perceiving the climate overall to be more positive at both the department and school levels (but not significantly so).

Diversity⁶

In this section we asked the faculty a series of questions regarding 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 six months prior to completing the survey.

Overall, SMPH faculty in all tracks 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 44%) indicated that they had intentionally engaged in an action intended to increase diversity.

Women perceived significantly less demonstrated commitment to diversity at both the department and university levels than did other faculty. However, there was no gender difference in terms of personal commitment to increasing diversity on the campus or in engaging in intentional actions to increase diversity. Assistant Rank faculty engaged in fewer actions intended to increase diversity than Associate or Full Rank faculty. Additionally, CT faculty were the least personally committed to increasing diversity and had engaged in actions to increase diversity at the lowest rates. Basic Science Department faculty agreed more strongly than Clinical Department faculty that a commitment to diversity was demonstrated in their departments, and also engaged in more recent actions to increase diversity.

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. On average, SMPH faculty members in all tracks met with their official departmental mentors about 11 times, but with other departmental mentors and mentors outside their departments between 23 and 24 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. About half of the faculty (about 52%) felt that they received adequate mentoring while at UW-Madison.

⁶ 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.”

We did not find any gender differences among the SMPH faculty 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 than did Majority Faculty, and were also more likely (though not significantly) to say that they never met with any mentors. Despite this, Faculty of Color were more likely (but again, not significantly) to report that they received adequate mentoring. Assistant Rank faculty reported fewer meetings with all three types of mentors than faculty at a higher rank, but were also less likely to say that they never meet with or have no mentors of each type. Among title tracks, TT faculty participated in the most mentoring meetings with departmental mentors, while CHS faculty met most often with mentors outside their departments. CT faculty participated in the fewest mentoring meetings, were most likely to say that they had no mentors or did not meet with a mentor, and were least satisfied with their mentoring experiences.

Sexual Harassment⁷

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 (6%) of SMPH faculty in all tracks reported having experienced at least one harassment incident, with an average of 3 incidents. Overall, those who responded to the item felt that sexual harassment is taken very seriously at UW-Madison and that it is an experience that is “a little common” on campus.

A higher percentage of Women faculty (approximately 11%) reported that they had experienced sexual harassment than Men faculty (about 3%). Gay/Lesbian faculty members reported experiencing a higher (but not significantly different) rate of harassment than Heterosexual/Bisexual faculty, but report significantly fewer incidents overall. Faculty of Color reported fewer incidents of harassment than did Majority Faculty and were more likely to respond, “Don’t know” to the other questions in this section, though these differences were not significant.

Women faculty, Assistant Rank faculty, and CT faculty were significantly more likely than those in their comparison groups 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.

Satisfaction with UW-Madison

This section of the survey asked SMPH 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, SMPH faculty members in all tracks 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 contribute most to their satisfaction at UW-Madison, the faculty most commonly cited the quality of their relationships with other faculty, the institutional community and climate, and collaboration. The most commonly cited factors that detracted from faculty satisfaction were their departmental leadership (their chair, section chief, or supervisor), their workload and hours, and a lack of support for mentorship and advising.

⁷ 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.

Assessing the potential for leaving the institution, faculty reported that they are somewhat unlikely to leave UW-Madison in the next three years. Additionally, about one-fifth (about 18%) of the SMPH 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, startup funds, clinical load, and administrative responsibilities.

In reporting their reasons for staying at UW-Madison, the faculty most commonly cited living in the city of Madison or in Wisconsin, their relationships with their colleagues and collaborators on the campus, and their families. When discussing their thoughts about why they would consider leaving UW-Madison, the faculty most commonly cited their salaries; the leadership and administrators, or administrative policies in their School; and the desire for a new challenge, opportunity, or potential for personal and professional growth.

Among different faculty groups, Women faculty were less satisfied overall at UW-Madison than Men faculty. Non-US Citizen faculty were more satisfied overall with being a faculty member than US Citizen faculty. Additionally, Assistant Rank faculty reported being less satisfied with their career progression than Associate or Full Rank faculty. As we saw in other sections of the survey, CT faculty were the least satisfied with almost every area we asked about in this section, compared to CHS faculty (who were second most satisfied) and TT faculty (who were the most satisfied).

While few other differences were found according to race and ethnicity, when compared to their Majority peers, Faculty of Color were more likely to consider leaving UW-Madison in the near future, were less satisfied with their salaries, and were more likely to have considered salary as a reason for leaving the institution.

Conclusions and Future Research

Overall, findings from the *2010 Study of Faculty Worklife* largely replicate findings from previous climate surveys of UW-Madison faculty. Exploring the responses of SMPH faculty, the trends for some faculty groups, such as Women or Assistant Rank faculty, follow those found and reported on among the UW-Madison faculty as a whole.⁸ Some of the differences between faculty groups at the campus level are visible in greater and finer detail among faculty in the SMPH. The differences among CT faculty, CHS faculty, and TT faculty were among the most frequent and consistent for most sections of the study. The general trend among the three title series tracks indicated that TT faculty were the most positive about their positions, the most productive, and the most satisfied, while CT faculty were the least; CHS faculty almost always fell into the middle ground. For example, although CT and TT faculty reported no differences in the amount of mentoring they received, CT faculty were significantly less satisfied and more frustrated with their mentoring experiences. Additionally, CT and CHS faculty reported that a schism exists between them and TT faculty members, and several respondents said that they felt like “second class citizens” while at work.

The *Study of Faculty Worklife* is an extraordinary longitudinal data source that 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 and monitoring workplace climate for UW-Madison faculty in the future.

⁸ For reports detailing the response rates and findings of the 2003, 2006, and 2010 waves of the study, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

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, the intent is to track the workplace experiences of UW-Madison faculty over time.

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. In 2010, clinical faculty were included in the study. A separate instrument for faculty in the Clinician-Teacher track (CT) and Clinical Health Sciences track (CHS) of all ranks was created based on the original TT faculty instrument. Those CT/CHS faculty results are included in this report, along with those of TT faculty in the SMPH.

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).

ANALYSIS PLAN

ANALYSES

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 was analyzed using a variety of variables, detailed below. T-tests were performed to ascertain statistically significant differences at the $p < .05$ level. These analyses were performed to look for differences between groups, both for the overall sample of all SMPH faculty in TT, CHS, and CT tracks, and also within those job tracks.

Open-ended items were coded using qualitative methods, and the results were tabulated to identify the most common groups of responses for each item. Detailed tables and codebooks, which contain only SMPH results, are found in Appendix 3 and are referenced throughout this report.

For three sections of the report (Tenure and Promotion, Climate, and Mentoring), we also compared results between the SMPH faculty and other faculty on the UW-Madison campus who are also in the Biological Sciences Division. Details on the Schools/Colleges and departments that made up the comparison group are found in the Appendices 4 and 5.

Construction of Analysis Variables for 2010 Study of Faculty Worklife

We used 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 on the typical comparisons requested by various groups.²

- **Women vs. Men.** Gender identification is based on self-report from the survey.

¹ The survey has been funded by: National Science Foundation, National Institutes for Health, Office of the Provost, School of Medicine and Public Health, College of Letters and Science, and WISELI.

² Additional information about the construction of these variables is found in Appendix 5.

- **Faculty of Color vs. Majority Faculty.** Race and ethnicity are 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 (FOC). 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. Non-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 Non-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.
- **Rank.** For tenured/tenure-track faculty, respondents indicated whether they are an Assistant Professor (Assistant Rank), or an Associate/Full Professor (Associate or Full Rank.) The rank entered on the survey was verified against actual rank in Spring 2010. For clinical faculty, respondents indicated whether they are at the Assistant rank, or at the Associate/Full/Senior/Distinguished rank within the clinical faculty track. The rank entered on the survey was verified against actual rank at the time of the survey.
- **Title Series/Track.** Faculty in three title series were surveyed: Tenured or Tenure-Track (TT), Clinician-Teacher (CT), and Clinical Health Sciences (CHS). TT includes the titles Assistant Professor, Associate Professor, and Professor. CT includes the titles Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. CHS includes the titles Assistant Professor (CHS), Associate Professor (CHS), and Professor (CHS).
- **Department Type.** Respondents were designated as belonging to Basic Science Departments or Clinical Departments. These designations were based on the SMPH lists provided on the school website.³ Clinical departments listed on that website are grouped as “Clinical Departments” for our analyses, while Basic and Applied Science departments listed on that website are termed “Basic Science Departments” in this report.

REPORT FORMAT

This report will be divided into 10 sections, by survey content: (1) Response Rates, (2) Hiring, (3) Collaboration, (4) Tenure and Promotional Processes, (5) Workload, (6) Climate, (7) Diversity, (8) Mentoring, (9) Sexual Harassment, and (10) Satisfaction. Each section will contain subsections of findings divided by specific questions or question groupings as organized in the survey itself. Each section will provide the overall findings for the entire SMPH respondent group, and will then report significant differences between groups (and occasionally, between groups within-tracks) for each subsection.

A variety of terms are used to describe the various faculty groups whose results are reported herein. They include:

- “SMPH faculty”, which refers to all faculty in the tenured and tenure (TT) track, Clinician-Teacher (CT) track, and Clinical Health Sciences (CHS) track at all ranks, and refers to the entire SMPH respondent group.
- “CT/CHS faculty”, which refers to faculty on both the CHS and CT tracks, at any rank, as a single group. Often used in comparison with TT faculty (see below). “TT faculty” refers to tenured or tenure-track faculty at all ranks
- “CT faculty” refers to faculty in Clinician-Teacher track at all ranks
- “CHS faculty” refers to faculty in the Clinical Health Sciences (CHS) track at all ranks

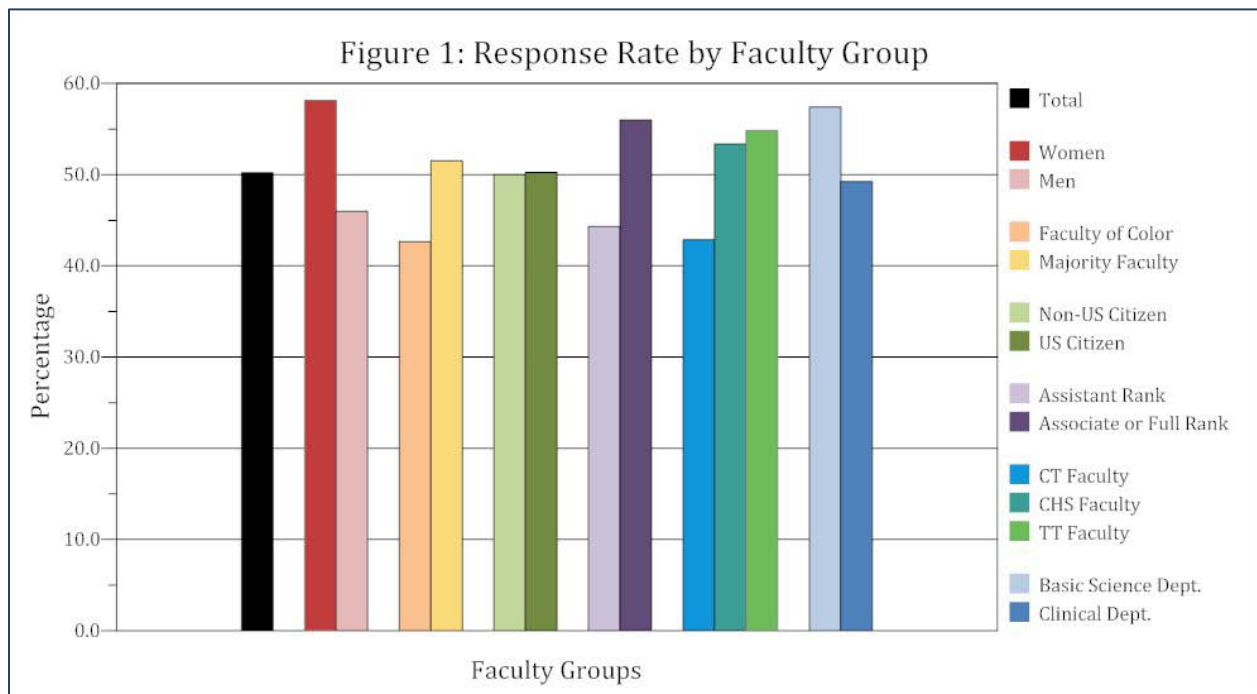
³ Department designations were created based on the lists found at the following page:
<http://www.med.wisc.edu/departments/main/42>, retrieved on 8/25/2011

- Within-track descriptions combine the above conventions with the variable groups. For example, Women faculty in the CHS title series track at all ranks would be referred to in this report as “CHS Women faculty”
- “FOC” refers to Faculty of Color.

RESPONSE RATES

Response rates for the survey are reported in Tables RR1 through RR4 (see Appendix 3 for detailed data tables and complete codebooks). Table RR1 shows the response rates for each of the main variable groups, while Tables RR2, RR3, and RR4 show the response rates for each of the major variable groups, broken down by the demographic characteristics of gender, rank, and title series track, respectively.

About 50% of SMPH faculty responded to the 2010 survey. Women SMPH faculty were more likely than Men to respond, at 58.1% compared to 46.0%. Faculty of Color responded at slightly lower rates than Majority Faculty (42.7% versus 51.5%), and Assistant Rank faculty responded at lower rates than faculty who were at Associate or Full Rank (44.3% versus 56.0%). Finally, the response rate was slightly higher among TT faculty (54.8%) and CHS faculty (53.4%), compared to CT faculty (42.7%). Figure 1 below shows the response rates for each variable comparison group.



RESULTS

HIRING

Questions in this section examined SMPH faculty members' levels of satisfaction with UW-Madison during the hiring process. Only faculty who were hired (with or without tenure) after January 1, 2006 are included in this section.

Satisfaction with UW-Madison during Hiring Process

For this section, we asked SMPH faculty to provide their levels of satisfaction with several elements of the hiring process at UW-Madison. Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). An "NA" category was also supplied, which we coded as missing data.

Hiring satisfaction results are reported in Table H1. Overall, the group was somewhat to very satisfied with the hiring process overall (mean score of 3.7), with their department's efforts to find resources for them (mean score of 3.7), and with their startup packages (mean score of 3.7). They were most satisfied with their department faculty's efforts to meet them (mean score of 3.9) and with their search committee interactions (mean score of 3.8).

Group Differences

Only one significant difference was found between major variable groups in this section. Faculty at the Assistant Rank were significantly less satisfied with the hiring process overall when compared to Associate or Full Rank faculty (mean score of 3.6 versus 4.0). We did observe several trends within the results, however. For example, Women faculty members were less satisfied than Men with each aspect of the hiring process that we inquired about. Faculty of Color, on the other hand, were more satisfied with the hiring process overall and with each element of the process than Majority Faculty.

COLLABORATION

This section of the survey was designed to capture both the quantity and quality of faculty members' research collaborations with others on the campus, and to gauge how faculty members feel their research is perceived by their departments. In previous waves of the survey, we simply asked faculty members whether they currently or previously collaborated as a part of their professional activities. In 2010, we 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. 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.

Number of Collaborators

For this item, we asked faculty members to provide the numbers of current collaborators and *perceived potential* collaborators within their departments, and then the numbers of current and *perceived potential* collaborators outside their department but still on the UW-Madison campus. The ratio of current to perceived collaborators was then calculated to determine the extent to which faculty were taking full advantage of their networks for the purposes of research collaboration.

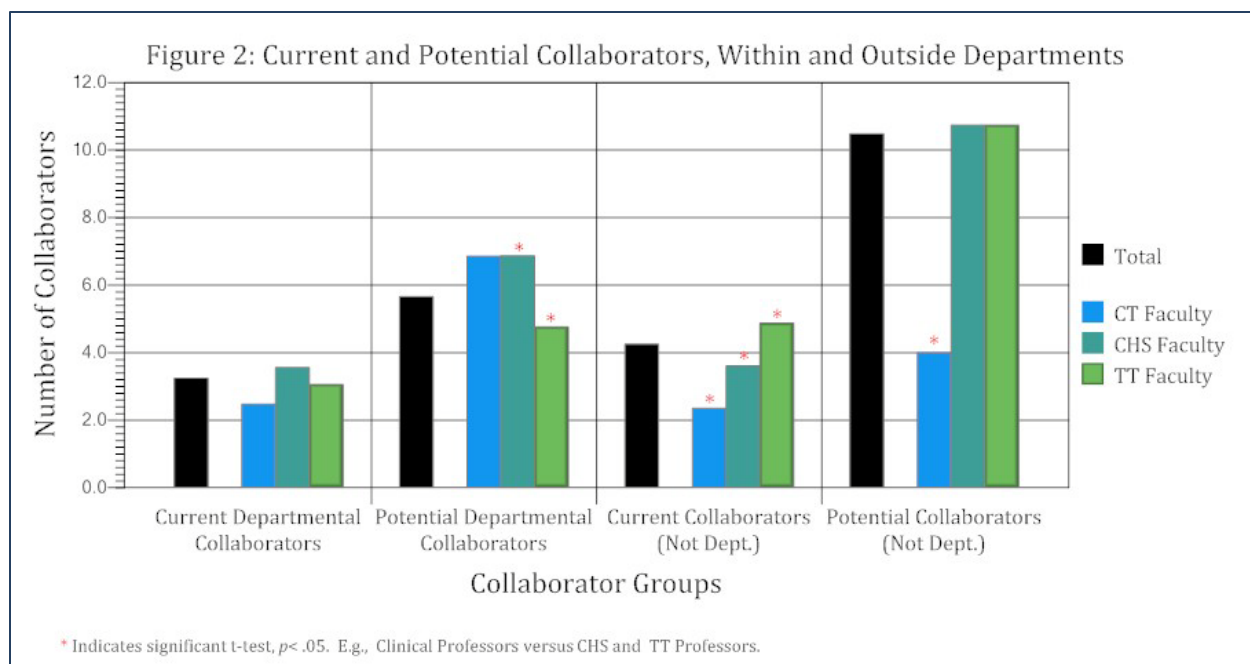
Results for this section are reported in Table C1. SMPH faculty who perform research reported that they collaborated with others both within and outside of their departments. On average, they identified about 7 campus collaborators (averages of 3.2 within their department, 4.3 outside their departments), and they perceived an additional network of about 16 potential collaborators (averages of 5.7 within their departments and 10.5 outside the department). Therefore, they made use of 41.4% of their network within their departments and 35.4% from outside.

Group Differences

Women faculty had significantly fewer current collaborators both within their departments (average of 2.5 versus 3.6) and outside of them (average of 3.5 versus 4.6) than Men, but there were no differences in perceived potential collaborators or the utilization of their professional networks. No differences were found between Faculty of Color and Majority Faculty or between US Citizen and Non-US Citizen faculty. However, within the TT track, Non-US Citizen faculty perceived fewer potential collaborators in their departments than did US Citizens (average of 3.3 versus 4.9).

Assistant Rank SMPH faculty perceived fewer potential research collaborators outside of their departments (average of 7.7 versus 11.7) than did Associate or Full Rank faculty. Not unexpectedly, among the three title series tracks CT faculty identified the fewest current and potential collaborators, significantly so for those outside their own departments. CHS faculty perceived the most potential intra-departmental collaborators (average of 6.9), while TT faculty perceived the fewest (average of 4.8). However, TT faculty utilized their networks within their departments the most effectively (see Table C1).

Figure 2 below shows the numbers of current and perceived collaborators for the entire respondent group and within title series tracks.



Finally, faculty in Basic Science Departments had more (average of 3.4 versus 2.6) and perceived more (average of 6.1 versus 4.3) collaborators in their departments than faculty in Clinical Departments. These groups showed no differences in perceived potential collaborators outside their departments, or in utilization of either of their research networks.

Satisfaction with Collaboration Opportunities

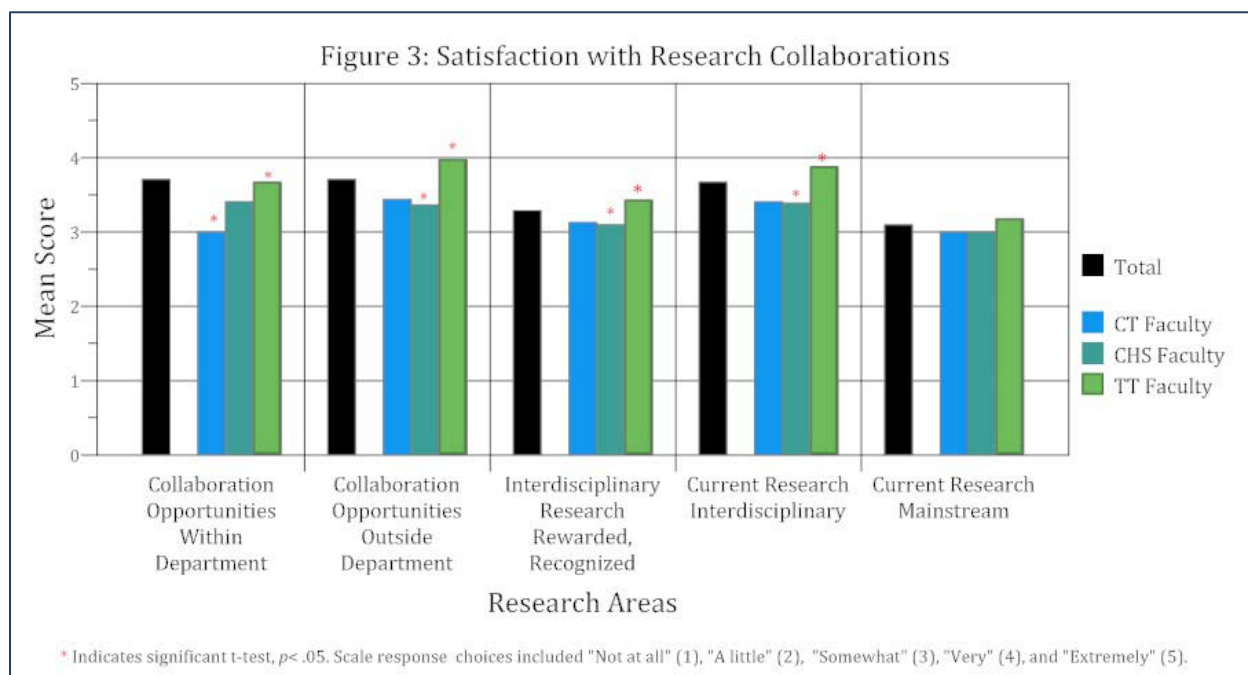
Next, we asked faculty members to share their levels of satisfaction with opportunities for both intra- and inter-departmental research collaboration, how much they feel interdisciplinary research is recognized and rewarded by their department, how interdisciplinary their own current research is, and how mainstream that current research is within their primary department. The response choices for these questions ranged from “Not at all” (1), “A little” (2), “Somewhat” (3), “Very” (4), and “Extremely” (5). An “NA” category was also supplied, which we coded as missing data.

Results for this section are reported in Table C2. SMPH faculty in all tracks who engaged in research activities were somewhat satisfied with their opportunities to collaborate within their departments (mean score of 3.5) and outside their departments (mean score of 3.7). They reported that interdisciplinary research was somewhat recognized and rewarded in their departments (mean score of 3.3) and that their research was somewhat to very interdisciplinary (mean score of 3.7). Respondents felt that their own research was only somewhat mainstream relative to the work of others within their departments (mean score of 3.1).

Group Differences

Few differences were found in this section between groups according to gender, race and ethnicity, citizenship, or rank. Women faculty felt that their research was further from the mainstream of their departments than did Men (mean score of 2.9 versus 3.2). Similarly, Assistant Rank faculty felt that their research was less mainstream in their departments than did Associate or Full Rank faculty (mean score of 2.9 versus 3.2). Within the TT group specifically, faculty who were Non-US Citizens were more likely to say that their research was interdisciplinary, compared to US Citizen faculty in the same group (mean score of 4.0 versus 3.4).

More differences were found among the three title tracks and between faculty in Basic Science or Clinical Departments. TT faculty reported the most positive picture of interdisciplinary research and collaboration opportunities. They were the most satisfied with their collaboration opportunities both within and outside their departments, were most likely to think that interdisciplinary work was rewarded and recognized in their departments, and most likely to indicate that their research was “interdisciplinary.” TT faculty also felt that their research was the most mainstream (mean score of 3.2) of all the track groups, though the difference was not significant. CHS faculty and CT faculty were not as satisfied with or as optimistic about opportunities for interdisciplinary research. Figure 3 below shows the differences among the three tracks.



Similarly, faculty in Basic Science Departments were more satisfied with all of their collaborative opportunities, more likely to conduct interdisciplinary research, more likely to say that their departments recognize and reward interdisciplinary research, and more likely to conduct research in the mainstream of their departments than were faculty from Clinical Departments. These results are explained by the very high proportion of TT faculty in the Basic Departments.

Strategies to Support UW-Madison Faculty Engaged in Interdisciplinary Research

For the final item in this section, we asked TT faculty an open-ended question about what UW-Madison could do to better support faculty engaged in interdisciplinary research.

The full codebook for this question is reported in Table C3. The most common responses involved funding. SMPH TT faculty suggested making grants available, generally, for interdisciplinary research and programs, or for seed and pilot grants, specifically. The next most common type of comments included: changing tenure and promotion criteria to recognize and validate interdisciplinary research; encouraging and rewarding those who excel at this work; providing protected or release time to conduct this research; and facilitating networking or the formation and maintenance of collaborative relationships. Finally, a sizeable group of TT faculty indicated that nothing more is needed to support faculty who are engaging in interdisciplinary research, and that

barriers are already low for such work. An additional group criticized the perceived emphasis on interdisciplinary research, saying that the term itself and its practice are overused and overrated.

TENURE AND PROMOTION

This section was designed to investigate the experiences of faculty members who were hired at the “Assistant” level and who experienced or who are experiencing the traditional probationary period (normally six years), followed by a review for promotion to “Associate” rank and/or tenure at UW-Madison. The cases of faculty who were hired at the Associate level or who were promoted/tenured before January 1, 2006 were removed from this analysis. We asked the faculty about:

- Their understanding of different tenure and promotion criteria and expectations
- Their level of satisfaction with the process and how supported they felt in specific aspects
- The ways in which standards were set and applied by their committees
- The usefulness of different sources of information used during the process
- Whether or not they had ever used an extension to slow or stop their tenure or promotion clock
- What could be done to improve the tenure and promotional processes for junior faculty at UW-Madison (open-ended).

Tenure and Promotion Expectations and Criteria

In this section we asked a series of questions about the extent to which faculty understand the criteria used in tenure and promotional processes. The response choices for these questions of understanding, communication, and usefulness of information included “Not at all” (1), “A little” (2), “Somewhat” (3), “Very” (4), and “Extremely” (5). We also provided an “NA”, which was coded as missing data.

Results for these items are reported in Table TP1. Overall, SMPH faculty in all tracks reported understanding the criteria for achieving tenure or promotion and the various specific criteria between “a little” and “somewhat”. They understood the research expectations the most (mean score of 2.9), while they understood expectations relating to outreach and extension the least (mean score of 2.4); they somewhat understand the overall criteria (mean score of 2.9).

SMPH Faculty versus Other Biological Sciences Division Faculty

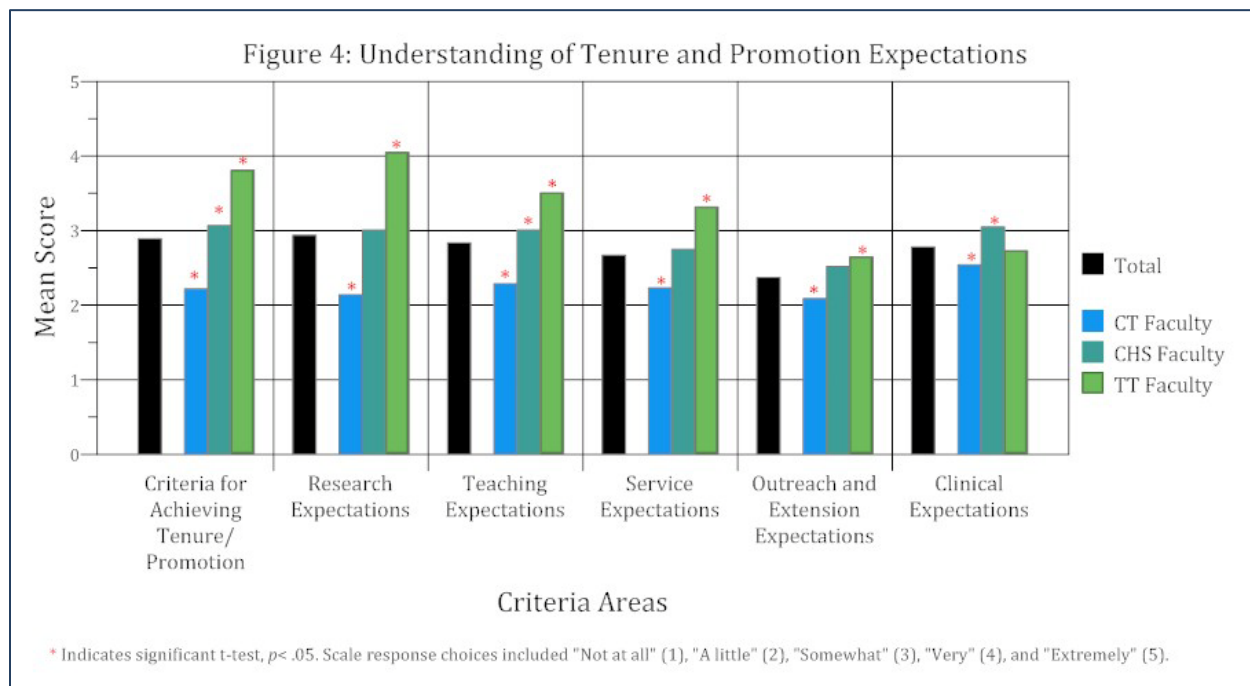
Only one difference was found between our comparison groups for these items. SMPH TT faculty reported understanding the research expectations for tenure and promotion better than other Biological Sciences Division TT faculty (mean score of 4.1 versus 3.8).

SMPH Group Differences

Women faculty reported a significantly lower level of understanding than Men faculty of the tenure and promotion criteria overall and for each specific area of expectations about which we asked. Within-track, these differences were rarely significant. When all tracks are combined, no differences were found between Faculty of Color and Majority Faculty. Within-tracks, however, Faculty of Color in the TT and CHS tracks had significantly better understanding of the research expectations for tenure and promotion than Majority Faculty. No differences were found according to citizenship status.

Assistant Rank faculty reported understanding tenure and promotion criteria and specific expectations significantly less than faculty who had recently been promoted, on each measure in this grouping. We found these differences at the larger group level and within each track, though the within-track comparisons did not often show significance. Between the title series tracks, TT faculty reported having the best understanding of tenure and promotion criteria overall, followed by CHS faculty, followed by CT faculty (mean scores of 3.8, 3.1, and 2.2, respectively). Perceived

understanding of specific types of criteria followed the same pattern for these three groups for each area of expectation, as shown in Figure 4 below.



Basic Science Department faculty reported understanding tenure and promotion expectations significantly better than Clinical Department faculty, for each measure in this grouping.

Tenure and Promotion Support

In this section we asked faculty about their satisfaction with tenure and promotional process and how supported they felt during their experience. Response choices for these items included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). We also provided an "NA", which was coded as missing data.

Results for these items are reported in Table TP2. SMPH faculty in all tracks reported being somewhat satisfied (mean score of 2.9). Generally, the responses for this section paint a fairly negative picture of the process; the highest response was "somewhat" (mean score of 3.0). The faculty did not feel that tenure or promotion criteria were communicated very clearly to them (mean score of 2.8), that messages they received from senior colleagues about tenure or promotion requirements were very consistent (mean score of 2.9), that the ways in which they perform core areas of their position (research, teaching, clinical work, and/or service) fit with how they were evaluated for tenure or promotion (mean score of 2.9), or that the criteria for tenure or promotion criteria were very consistent with their stated responsibilities at the time of their hire (mean score of 2.9). Additionally, they did not feel that their other responsibilities were reduced so they could build their research programs (mean score of 2.4).

SMPH Faculty versus Other Biological Sciences Division Faculty

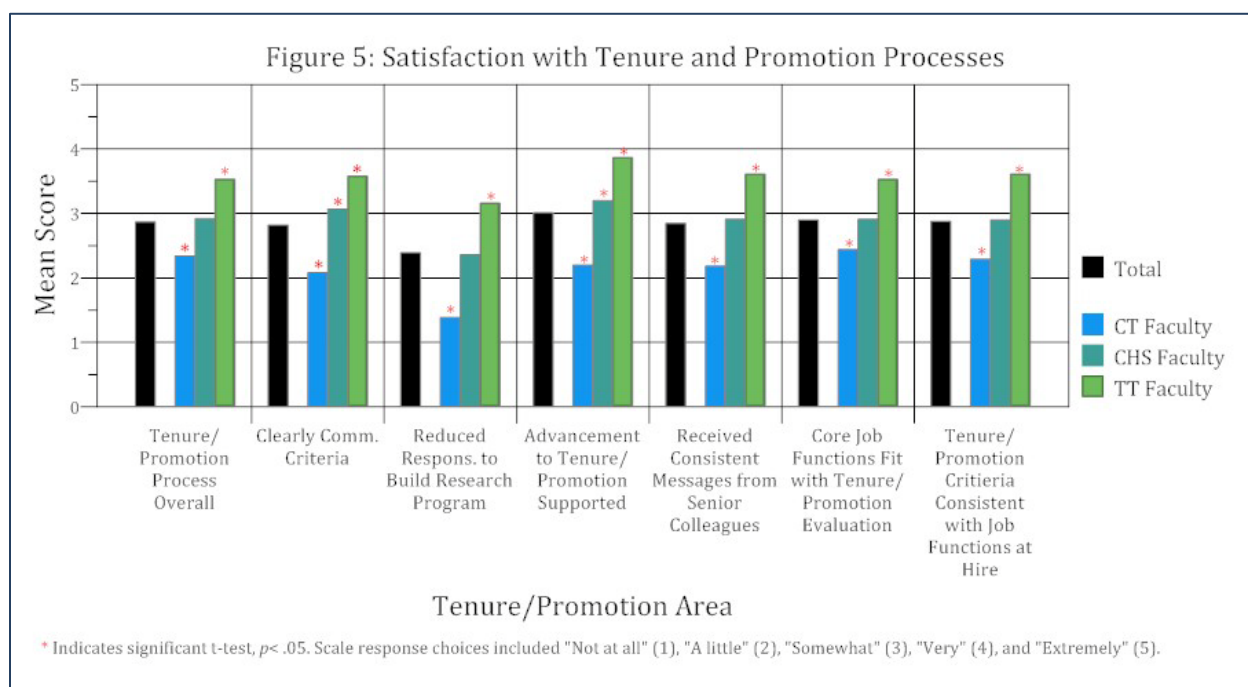
We found a few differences between groups for these items. SMPH TT faculty were more satisfied with tenure and promotional processes overall (mean score of 3.5 versus 3.0) and felt more supported in their advancement to promotion or tenure (mean score of 3.9 versus 3.5) than other Biological Sciences Division faculty. Additionally, SMPH CT/CHS faculty felt that the ways in which

they perform core functions of their positions (research, teaching, clinical work, and/or service) fit better with how they were evaluated for tenure and promotion than did other Biological Sciences Division Clinical faculty (mean score of 2.7 versus 3.2).

SMPH Group Differences

Women faculty were significantly less satisfied with tenure and promotional process than Men (mean score of 2.6 versus 3.1), and felt less supported in each of the areas we asked about. For example, they felt tenure and promotion criteria were communicated less clearly, felt less supported in their advancement to tenure, and felt that the messages they received about tenure were less consistent. Non-US Citizen faculty were more likely to say that their other responsibilities were reduced so they could build a research program than US Citizen faculty (mean score of 3.1 versus 2.3). No differences were found according to race and ethnicity for these items.

As we saw with Women faculty, faculty who were at the Assistant Rank were less satisfied overall with tenure and promotional processes and felt less supported in each area than recently promoted faculty. Among tracks, TT faculty were the most satisfied with their tenure and promotional processes overall, followed by CHS faculty, and again followed by CT faculty (mean scores of 3.5, 2.9, and 2.3, respectively). These patterns held for overall satisfaction in addition to the specific factors of the tenure and promotional process, as shown below in Figure 5.



Finally, Basic Science Department faculty reported being significantly more satisfied and feeling more supported than Clinical Department faculty for each item in this grouping.

Setting and Applying Standards of Excellence

In the next section, we asked faculty how lax or severe their departmental and executive or school/college committees were in setting a standard of excellence in tenure and promotion evaluation for their fields. Response choices for these items included "Too lax" (1), "Somewhat lax" (2), "Standard is just right" (3), "Somewhat severe" (4), and "Too severe" (5). An "NA" category was supplied for each of these questions, which we coded as missing data. We also asked the faculty

how fair or arbitrary they felt these committees were in applying standards for their fields. Response choices for these items included “Always arbitrary” (1), “Mostly arbitrary” (2), “Sometimes arbitrary, sometimes fair” (3), “Mostly fair” (4), and “Always fair” (5). An “NA” category was also supplied for each of these questions, which we coded as missing data.

Results for these items are reported in Tables TP3 and TP4. When considering the severity of the standards for excellence, SMPH faculty in all tracks felt that both their departmental committees (mean score of 2.9) and their higher level committees (mean score of 3.2) were neither lax nor severe. In applying criteria for tenure and promotion, the faculty felt that both groups were mostly fair in their decision making (mean score of 3.7 for departmental executive committees, and mean score of 3.7 for divisional committees).

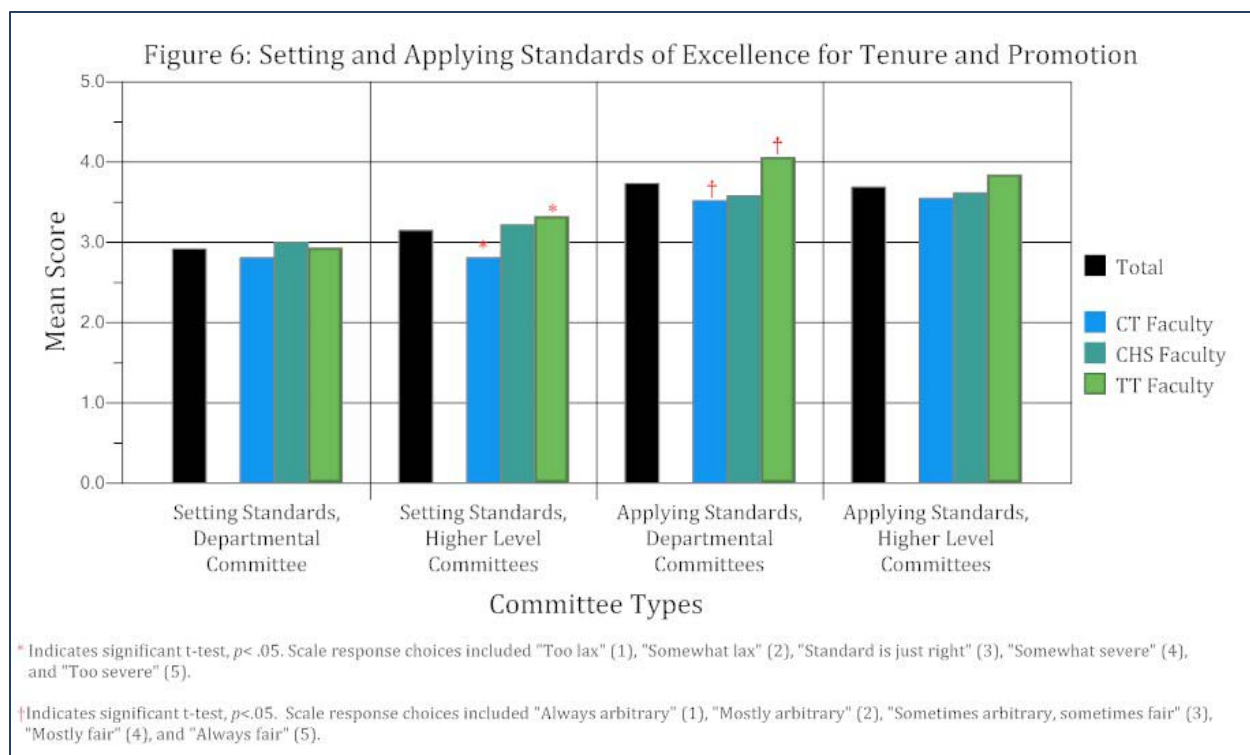
SMPH Faculty versus Other Biological Sciences Division Faculty

SMPH TT faculty felt that their departmental committees were less severe in setting standards of excellence for promotion or tenure, compared to Biological Sciences Division TT faculty (mean score of 2.9 versus 3.3). SMPH CT/CHS faculty also said that their departmental committees were less severe than did Biological Sciences Clinical faculty, but the difference was not significant.

SMPH Group Differences

Women felt that their committees at both the departmental and upper levels were more severe in setting a standard of excellence (mean score of 3.1 versus 2.8 and 3.3 versus 3.0, respectively) and were more arbitrary in applying standards for tenure and promotion in their fields (significantly so at the departmental level, mean score of 3.6 versus 3.9). No differences were found according to race and ethnicity, citizenship status, or rank for these items. Within-tracks, TT Faculty of Color felt that their departmental committees were more fair in applying criteria for evaluation than did TT Majority Faculty (mean score of 4.6 versus 4.0). Additionally, CHS Faculty of Color felt that their departmental committees were less severe in setting a standard of excellence than Majority Faculty in the same track (mean score of 2.3 versus 2.9). Also within the TT group, Assistant Rank faculty reported that their committees were more severe at both the department and divisional levels (significantly so at the department level, mean score of 3.1 versus 2.8) and applied standards more arbitrarily than did recently-promoted faculty (significant at the department level, mean score of 3.8 versus 4.3).

Among title series tracks, TT faculty felt that their executive or school/college committees were the most severe (mean score of 3.3), while CT faculty felt those same higher level committees were the least severe (mean score of 2.8) in setting standards of excellence. However, TT faculty felt that their departmental committees were mostly fair in applying standards for evaluation for tenure or promotion (mean score of 4.1), while CT faculty felt that their departmental committees were the least fair (mean score of 3.5). Figure 6 below shows the differences among the three tracks for each of these items. Finally, while there was no difference between Clinical vs. Basic Department faculty in perceived severity in setting standards of excellence, Basic Science Department faculty felt that their committees were more fair in applying standards, both at the departmental (mean score of 4.4 versus 3.6) and higher levels (mean score of 4.1 versus 3.6), than did Clinical Department faculty.



Sources of Information

In the next section, we asked the faculty about the usefulness of different sources of information during the tenure or promotional process. We supplied a number of items for faculty to respond to, and also invited them to rate the usefulness of any other sources of information that they used and specified. The response choices for the level of usefulness for each source included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). We also provided an "NA", which was coded as missing data.

Results for these items are reported in Table TP5, and the codebook for other items specified by the faculty is reported in Table TP6. SMPH faculty in all tracks felt that their official department mentors and other mentors within their departments were the most helpful to them during their tenure and promotion experience (mean scores of 3.3 and 3.0, respectively), in addition to other sources that they specified (mean score of 3.4). These other sources of information were most often individuals, including departmental office staff members (non-faculty), and members of Divisional committees. Meanwhile, they felt that websites, workshops, mentors from outside UW-Madison, or peers from outside UW-Madison were the least useful (mean scores of 2.0, 2.2, 2.3 and 2.2, respectively).

SMPH Faculty versus Other Biological Sciences Division Faculty

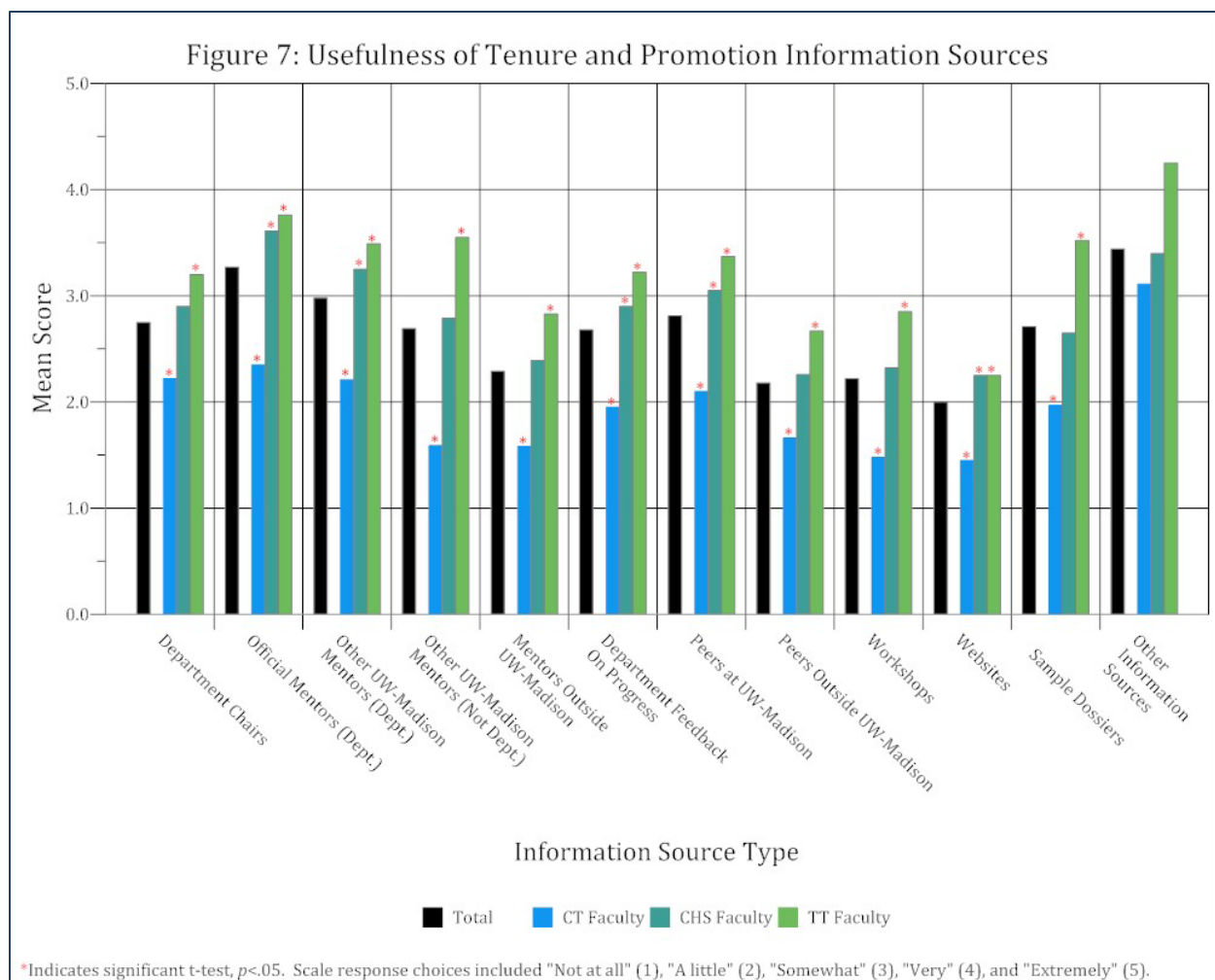
We found one difference for these items. SMPH CT/CHS rated workshops (mean score of 1.9 versus 1.2) as more useful in tenure and promotional processes than did other Biological Sciences Division Clinical faculty.

SMPH Group Differences

Women faculty rated most of the information sources we listed as less useful than did Men faculty, significantly for many of the items. Though the differences were not significant, Women faculty did report that mentors outside UW-Madison (mean score of 2.4 versus 2.2), workshops (mean score of

2.2 versus 2.2), and other sources of information (mean score of 3.8 versus 3.0) were more useful than did Men faculty. Compared to Majority faculty, Faculty of Color found their department chairs (mean score of 3.3 versus 2.7), mentors outside their departments (mean score of 3.2 versus 2.6), department feedback on their progress (mean score of 3.3 versus 2.6), and websites (mean score of 2.5 versus 1.9) to be significantly more useful. Non-US Citizen faculty felt that websites (mean score of 2.5 versus 1.9) and sample dossiers (mean score of 3.3 versus 2.6) were more useful than did US Citizen faculty.

While there were no differences between ranks when all tracks are combined, within-track analyses show that TT Assistant Rank faculty rated department feedback on their progress as less useful than did TT Associate Rank faculty (mean score of 3.0 versus 3.5). CHS Assistant Rank faculty rated websites as more useful than faculty of higher rank within their track (mean score of 3.1 versus 2.5). CHS Assistant Rank faculty also rated their official department mentors (mean score of 3.8 versus 3.2) and workshops as more useful (mean score of 2.5 versus 2.0) than faculty of higher rank in that title series track. Additionally, CT Assistant Rank faculty rated other sources of information that they specified as less useful than did CT Associate or Full Rank faculty (mean score of 1.7 versus 2.3). As we have seen with other question groupings for tenure and promotion, TT faculty typically found the listed sources to be the most useful among the title series tracks, while CT faculty found them to be the least helpful. CHS faculty were usually in the middle of the other groups in rating the usefulness of each information source. Figure 7 shows the different ratings of usefulness for each information source, for the total response group and according to title series. Finally, Basic Science Department faculty felt that virtually all sources of information were more useful than did Clinical Department faculty, significantly for most.



Tenure and Promotion Clock Stoppage

In this brief section, we asked the faculty whether they had ever had their tenure or promotion clocks slowed or stopped for personal reasons. The response choices for this item included "Yes, within the last year", "Yes, more than a year ago but within the last five years", "Yes, more than five years ago", and "No". We also asked those who responded that they had slowed or stopped their clocks, how supportive their departments were of this decision. Response choices for this item included "Very unsupportive" (1), "Somewhat unsupportive" (2), "Neither unsupportive nor supportive" (3), "Somewhat supportive" (4), and "Very supportive" (5). We also included an "NA" category, which was coded as missing data.

Results for these items are reported in Table TP7. A relatively small proportion of SMPH respondents in all tracks had used a tenure or promotion clock extension (14.1%). Those who did report an extension said that their departments were somewhat supportive (mean score of 4.3).

SMPH Faculty versus Other Biological Sciences Division Faculty

There were no differences between our comparison groups for these items.

SMPH Group Differences

As might be expected, Women faculty report stopping their clocks at a higher rate than Men faculty

(18.0% versus 10.3%), but there was no difference in how supportive they perceived their departments to be of this decision. These findings were consistent within the CHS and TT title series tracks, though the different rate of extension usage was not significant among the TT group. We found no differences for these items according to either race and ethnicity or citizenship status, either for the group as a whole or within-tracks.

Comparing among tracks, TT faculty were the most likely to have used a tenure or promotion clock extension (31.3%), followed by CHS faculty (21.3%). No (0.0%) CT faculty reported any extensions. No differences were found between ranks when all tracks were combined. However, within TT faculty, while there was no difference in the rate at which they used clock extensions, those at the Assistant Rank felt their departments were less supportive than those already at a higher rank within the same track (mean score of 4.1 versus 5.0). Finally, due to the lack of promotion clock extension use among CT faculty, Basic Science Department faculty were much more likely to have used a clock extension compared to Clinical Department faculty (39.4% versus 11.7%), though there was no difference in perceived level of departmental support between these two groups.

Improving the Tenure and Promotional Process

In the final item for this section, we asked an open-ended question about what could be done to improve the tenure and promotional process for junior faculty at UW-Madison. The codebook for this item is presented in Table TP8. The most common comments surrounded the criteria and expectations for tenure and promotional processes. Specifically, SMPH faculty in all tracks said that these expectations and associated milestones should be clear, standardized, and stable, and should be applied fairly and consistently to all candidates. Additionally, a substantial group of comments noted that these criteria, expectations, and a timeline should be provided to candidates very early on in their appointments, if not at the time of hire. The next most common group of suggestions related to mentoring and mentoring committees generally, deeper or more systematic mentoring improved through mentor training, and more regular mentoring and committee meetings. Finally, a noticeable proportion of the faculty reported either that they were unsure of what benefits would come from engaging in the tenure or promotional process, or that they were unaware of such processes and that tenure or promotion had never been discussed with them.

WORKLOAD

This section was designed to gauge the academic activities undertaken by UW-Madison faculty members, including the numbers of courses taught, committees and students served, and academic products submitted. We also asked them how many hours they worked in an average week, what proportion of time they spend on the various components of their position, and how they rated the reasonableness of their workload.

Teaching

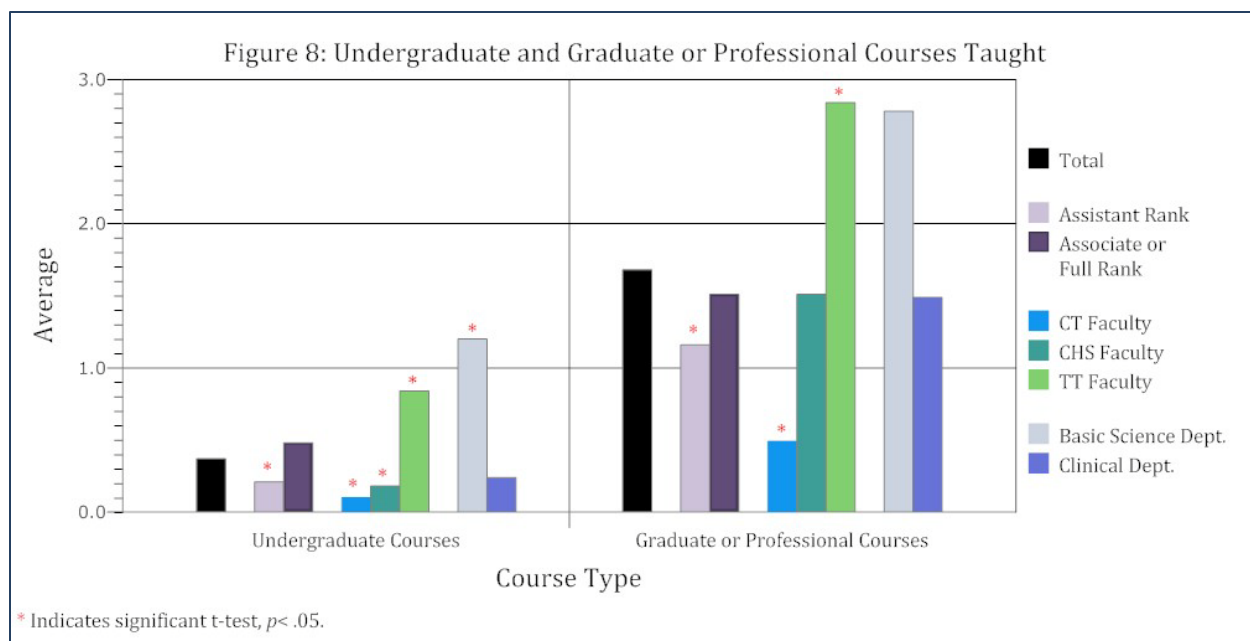
In this section we asked faculty how many courses they taught in the academic year in which they completed the survey, both at the undergraduate and the graduate or professional level. These items were open-ended and we calculated means based on the responses. We also asked the faculty whether they did any clinical outpatient teaching, and if so, the average number of sessions per week they spent supervising students or residents. Finally, we asked whether the faculty did any clinical inpatient teaching, and if so, how many weeks they spent on service supervising students or residents.

Results for these items are reported in Tables W1 and W2. On the whole, the group teaches very few classes primarily for undergraduates (average of 0.4) and more courses primarily for graduate or professional students (average of 1.7). As a group, 63.0% have performed clinical teaching in an outpatient setting in the last year, and 51.6% has performed clinical teaching in an inpatient setting. On average, they supervised an average of 2.8 sessions per week in clinical outpatient settings, and an average of 17.7 weeks on service supervising residents or students in clinical inpatient settings.

Group Differences

No differences were found according to race and ethnicity or citizenship for these items. Compared to Men, Women faculty taught fewer graduate or professional level courses (average of 1.0 versus 2.1) and spent fewer weeks on service in clinical inpatient settings (average of 14.2 versus 20.0). We found that these differences were consistent within title series tracks, though they were not always significant. Assistant Rank faculty taught fewer classes compared to Associate or Full Rank faculty, at both the undergraduate (average of 0.2 versus 0.5) and graduate or professional levels (average of 1.2 versus 2.0). We also found these differences in numbers of courses taught to be consistent in our within-track comparisons.

Many differences were found between the title series tracks, most of which followed a general trend. TT faculty taught the most of both types of formal courses, followed by CHS faculty, while CT faculty taught the least. As might then be expected, Basic Science Department faculty taught more courses than Clinical Department faculty, both at the undergraduate level (average of 1.2 versus 0.2, difference significant) and at the graduate or professional level (average of 2.8 versus 1.5, difference not significant). Figure 8, below, shows the average numbers of courses taught, both undergraduate and graduate or professional, according to rank, title series, and Basic vs. Clinical Department.



CHS faculty did clinical outpatient and clinical inpatient teaching at the highest rates and supervised the most outpatient sessions and weeks in service, followed by CT faculty, while TT faculty did the least of this type of teaching. Notably, however, CT faculty supervised the fewest weeks in service in inpatient teaching settings (average of 11.3 versus 19.2 for TT faculty and 20.1 for CHS faculty). Not surprisingly, those in the Basic Science group did less clinical outpatient (1.1% versus 72.9%) and clinical inpatient (3.4% versus 58.9%) teaching than Clinical Department faculty. Within TT faculty, there was no difference in number of courses taught between those in Basic Science Departments and Clinical Departments, but the rates at which they performed clinical outpatient and inpatient teaching were consistent with the results above.

While no differences were found when title series tracks were combined according to race and ethnicity, CT Faculty of Color reported supervising significantly fewer sessions in clinical outpatient settings than Majority Faculty in the same track (average of 0.9 versus 2.9). Additionally, Assistant Rank faculty spent fewer weeks on service in clinical inpatient settings (average of 15.1 versus 19.4) than faculty at a higher rank. Within the TT track, those at the Assistant Rank supervised fewer sessions in clinical outpatient settings than faculty at a higher rank in the same track (average of 1.6 versus 3.0). CHS Assistant Rank faculty were less likely to have done clinical outpatient teaching than CHS Associate or Full Rank faculty (69.3% versus 82.3%).

Figure 9 shows the different rates of participation in clinical inpatient and outpatient teaching according to rank, title series, and Basic vs. Clinical Department.

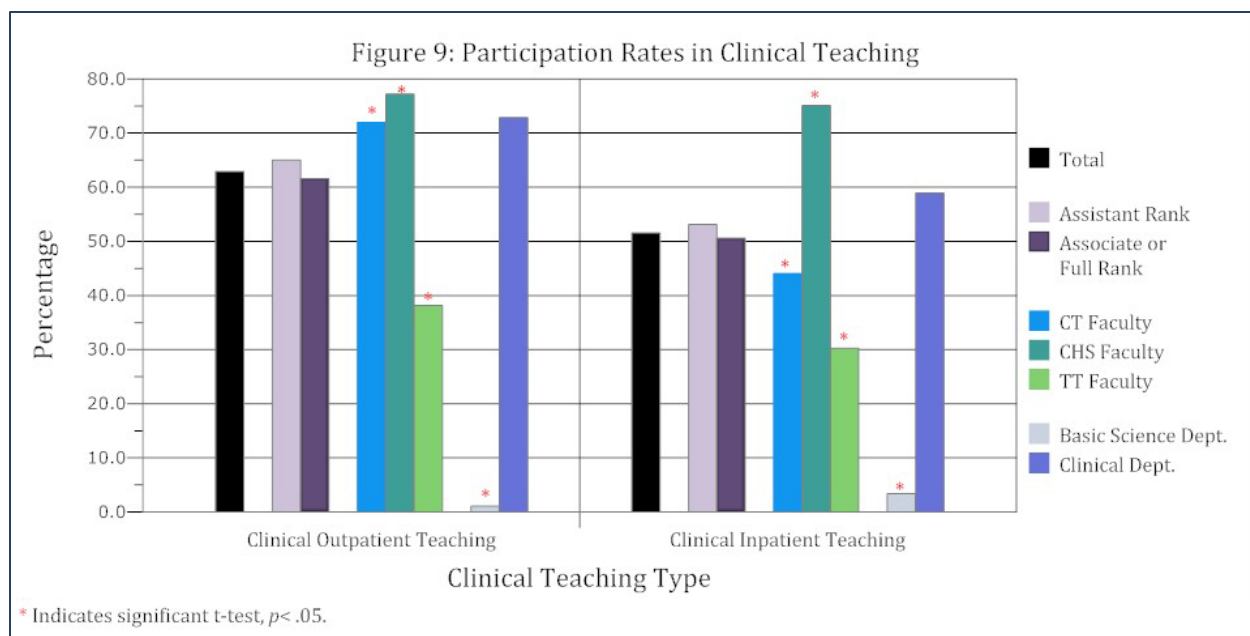
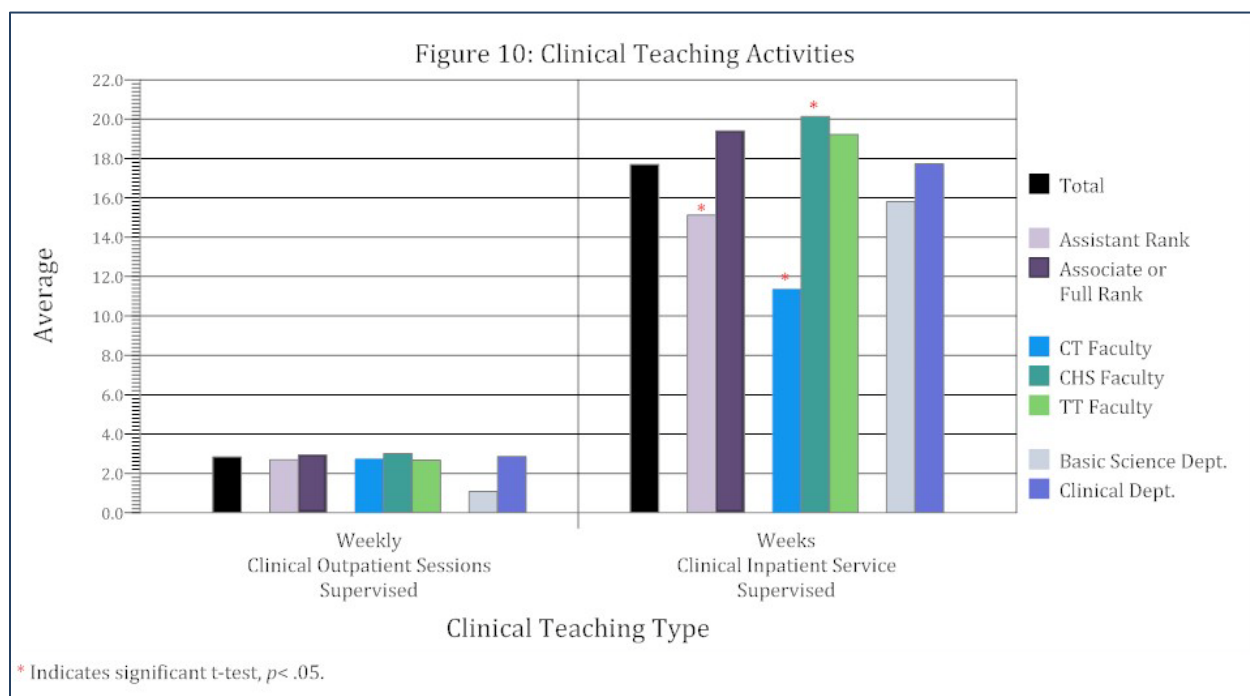


Figure 10 shows the average number of outpatient sessions and number of inpatient weeks on service supervised, also according to rank, title series, and Basic vs. Clinical Department.



Service Work

In this section, we asked faculty how many advisees they had in several different categories, including undergraduate students; graduate or professional students; postdoctoral associates, residents, or fellows; and informal student advisees. We also asked on how many formal and ad hoc committees they served in the last year, excluding thesis committees but including departmental committees; University, school, divisional, or hospital committees; and external

committees and boards. These items were open-ended and we calculated means based on the responses.

Results for these items are reported in Tables W3 and W4. SMPH faculty in all tracks served postdoctorate advisees, residents, or fellows the most (average of 4.2), followed by graduate and professional students (average of 3.1) and informal advisees (average of 2.6), and served undergraduate students the least (average of 1.2). Additionally, the faculty served on an average of 1.8 departmental committees; 1.8 university, school, divisional, or hospital committees; and 1.7 external committees or boards.

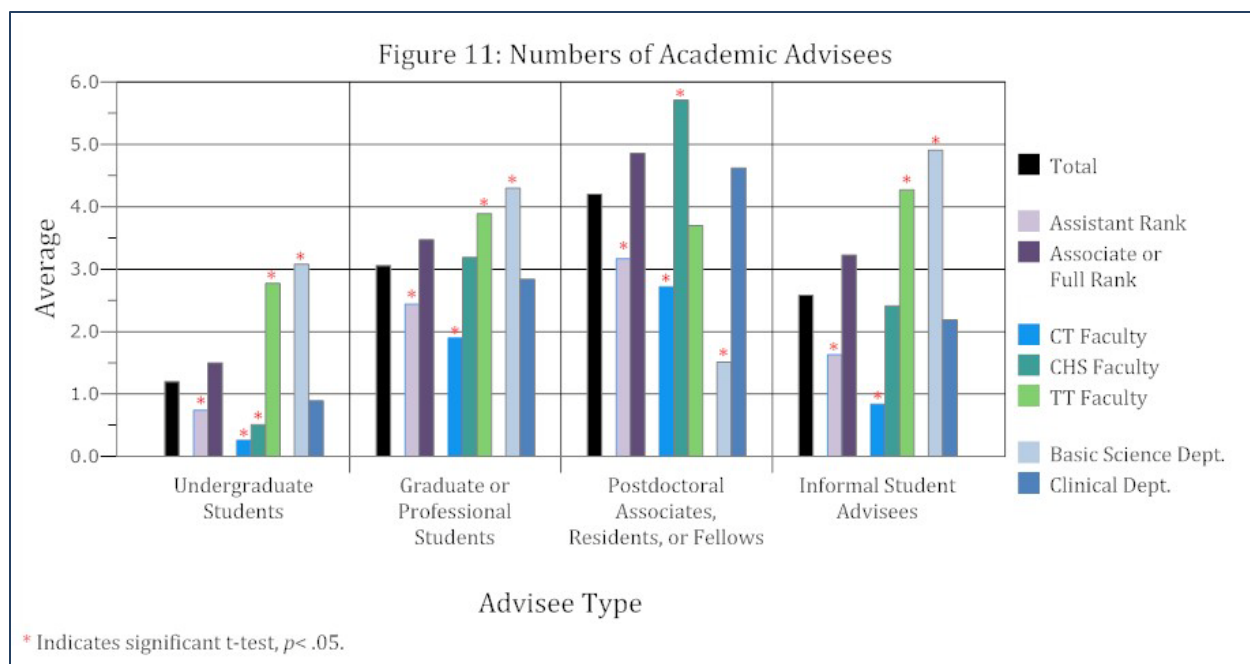
Group Differences

Women faculty had fewer academic advisees of all types compared to Men faculty, but the difference was only significant for postdoctoral advisees, residents, and fellows (average of 3.3 versus 4.8). Within the TT track, Women faculty supervised fewer graduate and professional students as well (average of 2.1 versus 4.4) compared to Men in the same group.

There were no differences between Faculty of Color and Majority Faculty, or between Non-US Citizen faculty and US Citizen faculty, in the combined-track sample. However, within the TT track, Faculty of Color supervised fewer graduate and professional students (average of 2.5 versus 4.1) and had fewer informal advisees (average of 2.6 versus 4.5) compared to Majority Faculty. Additionally, within the CT track, Faculty of Color advised fewer graduate or professional students (average of 0.8 versus 2.0) than Majority Faculty. Within the TT track, Non-US Citizens advised fewer students of all level, significantly so for postdoctoral associates, residents, and fellows (average of 2.4 versus 3.9) and informal advisees (average of 2.2 versus 4.5).

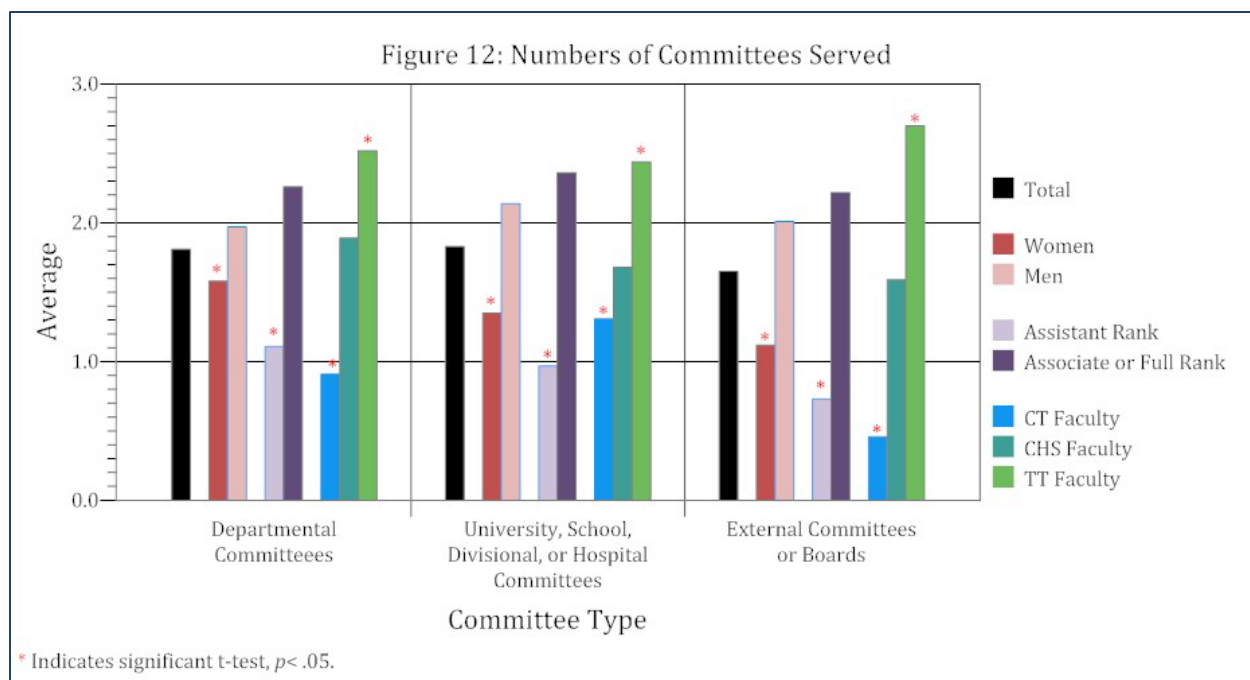
Assistant Rank faculty members advised significantly fewer students of all types compared to Associate or Full Rank faculty. These differences were consistent in our within-track comparisons, usually significantly so. Among the tracks, patterns emerged that were similar to the teaching patterns noted above. TT faculty served the most undergraduate students, graduate or professional students, and informal advisees, followed by CHS faculty, and CT faculty served the least of both types. However, CHS faculty served the most postdoctoral advisees, followed by TT faculty, and lastly followed by CT faculty.

As might be expected from the above trends between title series tracks, Basic Science Department faculty served more undergraduate students, graduate or professional students, and informal advisees than Clinical Department faculty, though the reverse was true for postdoctoral advisees. Figure 11 below shows the average number of advisees in each category according to faculty rank, title series, and Basic vs. Clinical Department.



No differences were found for committee service by race and ethnicity, citizenship status, or Basic vs. Clinical Department in the sample that combines title series. Women faculty served on significantly fewer of all types of boards and committees compared to Men faculty. Within the CHS track, Faculty of Color reported serving on fewer departmental committees compared to Majority Faculty (average of 1.1 versus 2.0).

By rank, faculty at the Assistant level served on significantly fewer committees of all types compared to Associate or Full Rank faculty. Among title series tracks, TT faculty served the most of each committee type, followed by CHS faculty, while CT faculty served the fewest. Although no differences were found between Basic Science and Clinical Departments, within TT faculty, those in Basic Science served on significantly fewer committees of all types (average of 2.1 versus 2.8 for departmental committees; average of 2.0 versus 2.8 for University, school, divisional, or hospital committees; and average of 1.9 versus 3.3 for external boards and committees). This is despite the larger Basic Science Department group serving on more of each committee type, though insignificantly, compared to the Clinical Department group for all respondents. Figure 12 shows the average number of committees served by faculty by rank, title series, and department type.



Productivity

In this section, we asked the faculty to report how many academic products they submitted in the 12 months prior to completing the survey, from a variety of categories. These items were open-ended and we calculated means based on the responses.

Results for these items are reported in Table W5. In the past 12 months, faculty in all tracks submitted papers (average of 2.7) and conference papers and presentations (average of 2.5) the most, and authored (average of 0.1) or edited (average of 0.1) books the least. We also asked the faculty to specify whether they had submitted any other scholarly or creative works in the last 12 months, and if so, how many and of what kind. The codebook for the “other” items submitted is reported in Table W6. The most common of these additional items included posters, presentations and talks, and editorial or opinion pieces. Some others ranged from reviews and review articles, to abstracts, to patents and patent applications, to curriculum and course development materials.

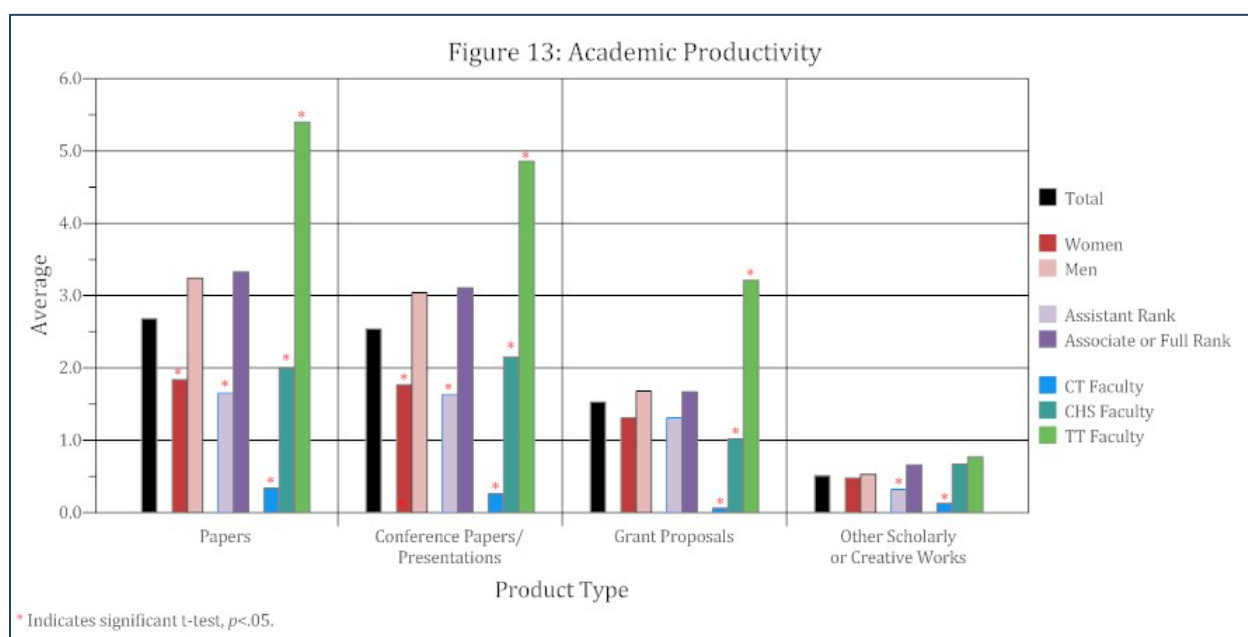
Group Differences

Women faculty produced fewer academic products overall, significantly for four of the seven types we listed, but this is accounted for by their overrepresentation in the CT track. Faculty of Color produced significantly more “other” creative or scholarly works than Majority Faculty for the same time period (average of 2.2 versus 1.5). Faculty of Color also submitted more papers, conference papers and presentations, authored books, book chapters, and grant proposals, but these differences were not significant. Non-US Citizen faculty wrote significantly more papers (average of 3.9 versus 2.6), chapters in books (average of 1.2 versus 0.7), and grant proposals (2.7 versus 1.5) than US Citizen faculty.

We found a variety of differences between groups by rank, title series track, and departmental type. Assistant Rank faculty submitted fewer of all types of academic products than Associate or Full Rank faculty, significantly so for most items we asked about. However, among TT faculty, those at the Assistant Rank submitted significantly more grant proposals than those at a higher rank (average of 4.1 versus 3.0). A similar result was found between CHS Assistant Rank faculty

(average of 1.4) and CHS Associate or Full Rank faculty (average of 0.8). As we saw with previous Workload question groups, a pattern was found when comparing title series groups. TT faculty typically submitted the most of each type of academic product, followed by CHS faculty, while CT faculty submitted the fewest of all types of products. Finally, Basic Science Department faculty submitted more papers (average of 4.5 versus 2.4), conference papers and presentations (average of 4.5 versus 2.2), and grant proposals (average of 3.3 versus 1.2) compared to Clinical Department faculty. However, within the TT track, Basic Science faculty submitted significantly fewer papers (average of 4.6 versus 6.0) and edited books (average of 0.1 versus 0.4).

Figure 13 shows the different average numbers of papers, conference papers/presentations, other scholarly or creative works, and grant proposals submitted according to gender, rank, and title series. The graph displays these four academic products because they were the most commonly submitted, and these comparison groups because they had the most frequent significant differences between them.



Workload Distribution and Reasonableness

In the final section, we asked the faculty to report how many hours they work in a typical work week during the academic year. This was an open-ended question and we calculated means based on the responses. We then asked them to report what percent of their time they spend on various work-related activities, such as teaching, scholarship or conducting research, administrative responsibilities, and clinical work. Faculty were also invited to specify any other work-related activities they engage in, and what proportion of time they spend on those activities. Each of these items was open-ended. We calculated means based on the responses, and we coded and tabulated the “other” activities mentioned in the open-ended responses. Finally, we asked the faculty to rate the reasonableness of their workload for the academic year. The response choices for this item ranged from “Much too light” (1), “Too light” (2), “Just right” (3), “Too heavy” (4), to “Much too heavy” (5).

The results for these items are reported in Tables W7, W8, and W10. The codebook for the other work-related activities engaged in by the faculty is included in Table W9. During an academic year,

SMPH faculty in all tracks averaged 54.5 hours in a typical work week. They spent the highest proportions of time on clinical work (46.0%), conducting research (16.7%), teaching (11.8%), and fulfilling administrative responsibilities (11.4%). The most common other work-related activities specified by the faculty included general research activities, peer and manuscripts reviews, and grant reviews. In the current academic year, overall, the faculty rated their workload as slightly heavy (mean score of 3.6).

Group Differences

There was no difference in perceived heaviness of workload by gender, though Women faculty worked fewer hours in a typical week compared to Men faculty (average of 51.4 versus 56.6). We also found a few differences in the ways in which faculty spent their time. Women spent more time on clinical work (50.5% versus 43.1%) than Men, and less on meeting with students (4.3% versus 6.3%) or fulfilling administrative responsibilities (9.5% versus 12.8%). Within TT faculty, Women spent a significantly higher proportion of their time working on scholarship or conducting research than Men (45.7% versus 35.3%), but less on their clinical work (8.7% versus 16.1%).

There were no significant differences between hours worked or perceived heaviness of workload according to race and ethnicity. Faculty of Color reported spending a smaller proportion of time teaching (9.7% versus 12.1%) and fulfilling administrative responsibilities (8.6% versus 11.8%) than Majority Faculty. Faculty of Color spent slightly more time on their scholarship and conducting research and on their clinical work than Majority Faculty, but the differences were not significant. Within the CHS track, Faculty of Color spent less time on external paid consulting (0.8% versus 1.3%) compared to Majority Faculty. In the CT track, Faculty of Color reported no other work-related activities, while Majority Faculty in the same track spent 1.8% of their time on various other activities they specified.

No difference was found in number of hours worked or perceived heaviness of workload by citizenship status for the larger respondent group. Non-US Citizen faculty spent less time on clinical work (32.2% versus 47.0%) and teaching (9.3% versus 12.0%), but more time on research and scholarship (29.6% versus 15.8%) and meeting with students (12.1% versus 5.1%) compared to US Citizen faculty. TT Non-US Citizen faculty worked, on average, fewer hours in a typical work week than US Citizen faculty in the same track (55.1 versus 59.2). CHS Non-US Citizen faculty reported doing no external paid consulting or any “other” work-related activities, as opposed to some participation in each activity for US Citizen faculty in that track.

Assistant Rank faculty worked fewer hours in a typical week than Associate or Full Rank faculty (average of 52.2 versus 55.9), and perceived their workload to be less heavy (mean score of 3.5 versus 3.7). Associate/Full Rank faculty spent more time performing clinical work (56.6% versus 39.1%), and consequently less time on various categories relative to those of higher rank, including their scholarship and conducting research (13.6% versus 18.7%). Within TT faculty, those at the Assistant Rank spent more time conducting research and scholarship than tenured faculty (49.3% versus 35.8%), and as would then be expected, smaller proportions of time fulfilling administrative responsibilities or engaging in committee work than higher ranking faculty in the same track. CHS Assistant Rank faculty also spent more time on their research and scholarship than CHS Associate or Full Rank faculty (13.5% versus 7.8%). Within CT faculty, those at the Assistant Rank also spent significantly more time on scholarship and research than those at a higher rank (1.6% versus 0.7%), but note this is a very low proportion of their time.

There were several significant differences between the three title series tracks. TT faculty worked the most hours in an average week (58.8), followed by CHS faculty (56.2), and followed by CT

faculty (47.7). CT faculty perceived their workload to be the least heavy (mean score of 3.5), while CHS and TT faculty perceived their workloads to be heavier (mean score of 3.6 for both groups, difference not significantly higher than CT). Of the three groups, CHS faculty spent the most time teaching (13.8% versus 11.6% for TT faculty and 9.5% for CT faculty). Several of the other types of work followed the pattern we saw in other areas of workload, especially for activities that seem to define the positions within title tracks. For example, those in the TT track spent the most time meeting with students, conducting research and on their scholarship, on administrative responsibilities, and on committee work, while faculty in the CHS track fell in the middle of each of these categories, and CT track faculty spent the least amount of time in each of these areas. However, as might be expected, CT faculty spent the most amount of time doing clinical work (75.3%), followed by CHS faculty (51.0%), with TT faculty doing the least (13.9%).

Finally, between Basic Science Department faculty and Clinical Department faculty, we found a number of differences in amount and distribution of work-related activities, though none for number of hours worked or perceived heaviness of workload. For example, Basic Science Department faculty spent the highest proportion of their time on research and scholarship (42.8% versus 12.9%), meeting with students (16.7% versus 3.7%), and teaching (15.0% versus 11.3%). Meanwhile, Clinical Department faculty spent the most time on clinical work (53.2% versus 1.4%). Within TT faculty, those in Basic Science Departments worked fewer hours in a typical work week (average of 56.7 versus 60.2) than those in Clinical Departments.

Figures 14 and 15 show the differences between hours in an average work week and proportion of time spent on various core activities, respectively.

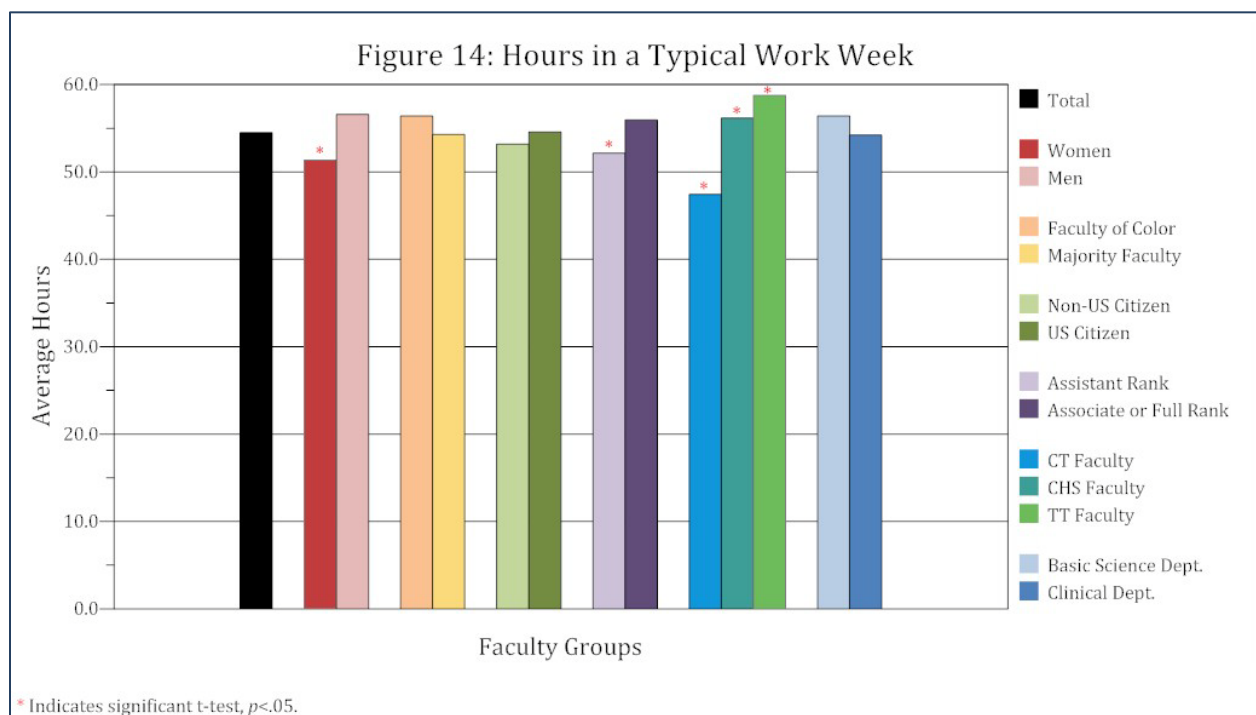
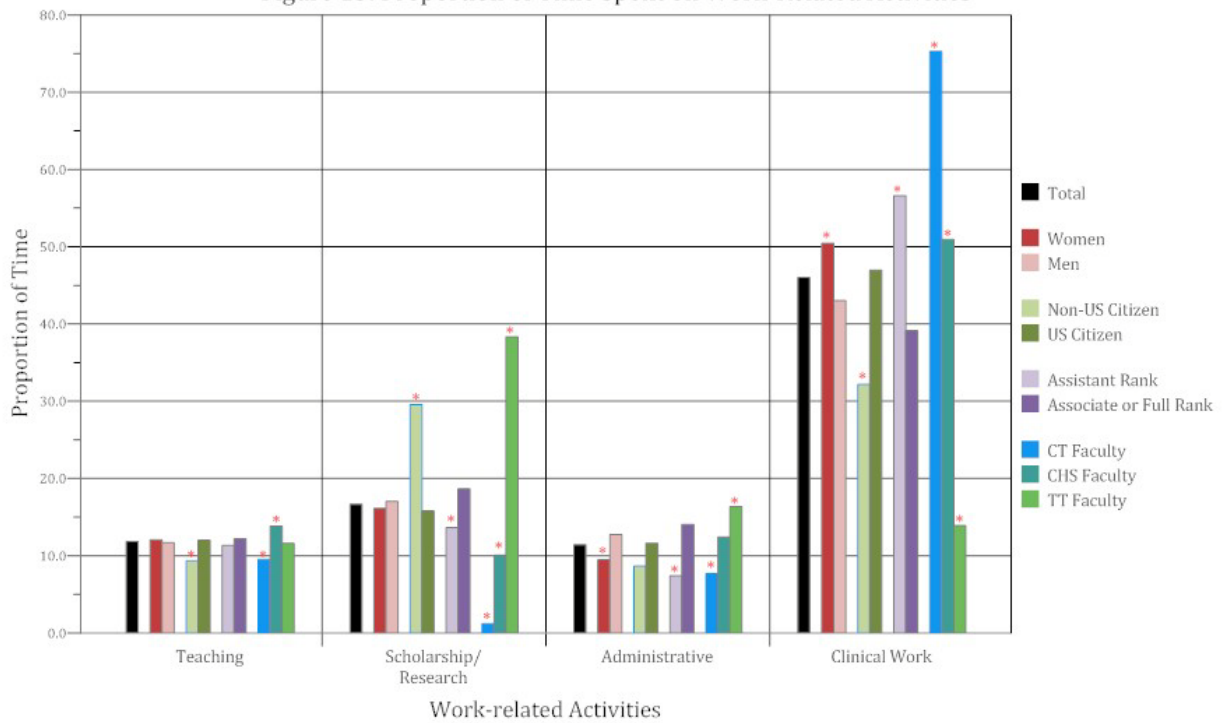


Figure 15: Proportion of Time Spent on Work-Related Activities



CLIMATE

This section was designed to explore faculty members' experiences of climate in their departments. 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." We asked questions regarding how often they feel respected and valued in their department, the extent to which they feel that they interact comfortably with their colleagues and fit in their departments, and how often they feel that they have a voice in departmental decision-making processes. We also asked them about the perceived climate for others, including women and faculty of color, at the departmental and school or college levels.

Respect, Value, and Isolation within Departments

We asked faculty members to think about the frequency with which they were treated respectfully in their departments, feel that they and their work are valued in their departments, and feel they are isolated in their departments or on the campus. Response choices for these items included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). We also provided an "NA" choice, which was coded as missing data.

Results for these items are reported in Tables DC1 and DC2. SMPH faculty in all tracks reported that they were often treated with respect by their colleagues (mean score of 4.5), students (mean score of 4.7), staff (mean score of 4.6), and chairs (mean score of 4.3). They rarely felt excluded from an informal network in their departments (mean score of 2.6), isolated in their departments (mean score of 2.5) or on the campus (mean score of 2.6). They felt that their colleagues often solicited their opinions on work-related matters (mean score of 3.6), and only sometimes did work not formally recognized in their departments (mean score of 3.3).

SMPH Faculty versus Other Biological Sciences Division Faculty

Compared to other Biological Sciences Division faculty, SMPH faculty felt that they were treated more respectfully in their departments, by colleagues (mean score of 4.5 versus 4.4), students (mean score of 4.7 versus 4.5), and staff (mean score of 4.6 versus 4.5). They felt that they were more likely to do work that is not formally recognized by their departments (mean score of 3.6 versus 3.5). Finally, SMPH faculty reported that they felt isolated on the UW campus overall more often than other Biological Sciences Division faculty (mean score of 2.6 versus 2.4).

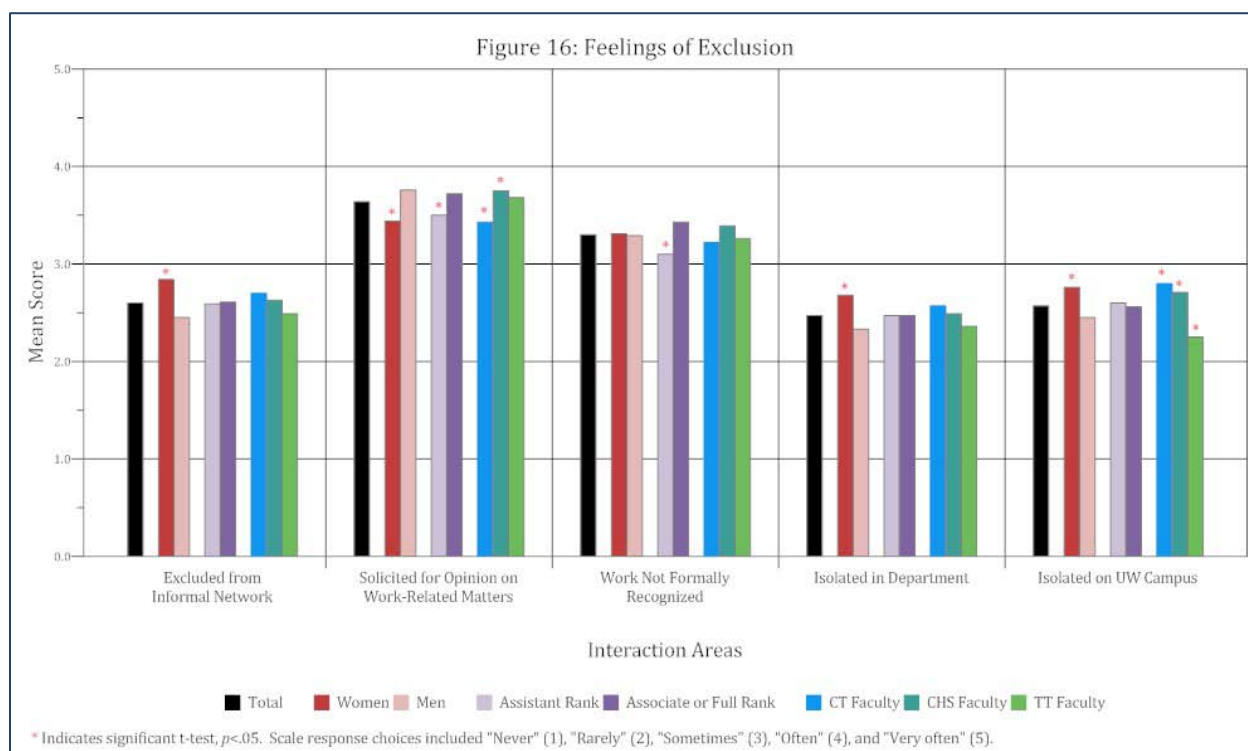
SMPH Group Differences

Women faculty were less satisfied than Men faculty with their climate experience on all but one item in this section, usually significantly so. These differences were found both overall and within-track, though the within-track differences were often not significant. Faculty of Color differed from Majority Faculty on a few items in this section. For example, Faculty of Color felt they were treated with respect less often by students (mean score of 4.5 versus 4.7) and by staff (mean score of 4.4 versus 4.7). However, Faculty of Color were less likely than Majority Faculty to report that their work that was not recognized by their departments (mean score of 3.1 versus 3.3). Only one variation was found according to citizenship status; faculty who were Non-US Citizens felt that they were treated with respect by their chairs more often than US Citizen faculty (mean score of 4.6 versus 4.3).

A number of differences were found according to rank and Basic vs. Clinical Department type. Assistant Rank faculty felt that they were solicited for their opinions less often than Associate or Full Rank faculty (mean score of 3.5 versus 3.7), but they were more likely to feel that they did

work that was recognized by the department (mean score of 3.1 versus 3.4 for the group). CHS Assistant faculty felt that they were treated with respect by their department chairs more often (mean score of 4.5 versus 4.1), and felt less excluded from an informal departmental network (mean score of 2.4 versus 2.8), and less isolated on the campus (mean score of 2.4 versus 2.9) than did CHS Associate or Full Rank faculty.

CT faculty reported being solicited for their opinions the least often (mean score of 3.4), while CHS faculty felt their opinions were solicited the most frequently (mean score of 3.8). TT faculty felt the least isolated on the campus overall (mean score of 2.3), followed by CHS faculty (mean score of 2.7), while CT faculty felt campus isolation the most often, though it was still only sometimes (mean score of 2.8). Finally, Basic Science Department faculty reported a more positive climate experience for these items. They felt less excluded from an informal network in their departments (mean score of 2.3 versus 2.7), and they felt less isolated in their departments (mean score of 2.2 versus 2.5) and on the UW campus (mean score of 2.1 versus 2.7) less often than Clinical Department faculty. Figure 16 below shows the different feelings of exclusion for selected faculty groups, below.



Interactions with Colleagues within Departments

In this section, we asked faculty members about the extent to which they were satisfied and comfortable with their interactions with their chairs and other colleagues in their departments, in ways that variously contribute to their departmental "fit". Response choices for these items included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). We also included an "NA" choice, which we coded as missing data.

Results for these items are reported in Tables DC3 and DC4. SMPH faculty in all tracks were somewhat satisfied with their chairs' efforts to create a collegial environment (mean score of 3.4), but less satisfied with their chairs', directors', or deans' efforts to obtain resources for them (mean score of 3.2). They reported that they fit well in their departments (mean score of 3.6). Specifically,

they were somewhat able to navigate unwritten departmental rules (mean score of 3.5) and felt that their clinical practice was valued (mean score of 3.7), though they felt their research and scholarship was valued less by their colleagues (mean score of 3.1). The group was a little reluctant to voice their concerns about their colleagues (mean score of 2.4), and did not feel that they had to work harder than some of their colleagues to be perceived as legitimate scholars (mean score of 2.6). Finally, they were somewhat comfortable in raising personal and family responsibilities when scheduling departmental obligations (mean score of 3.2).

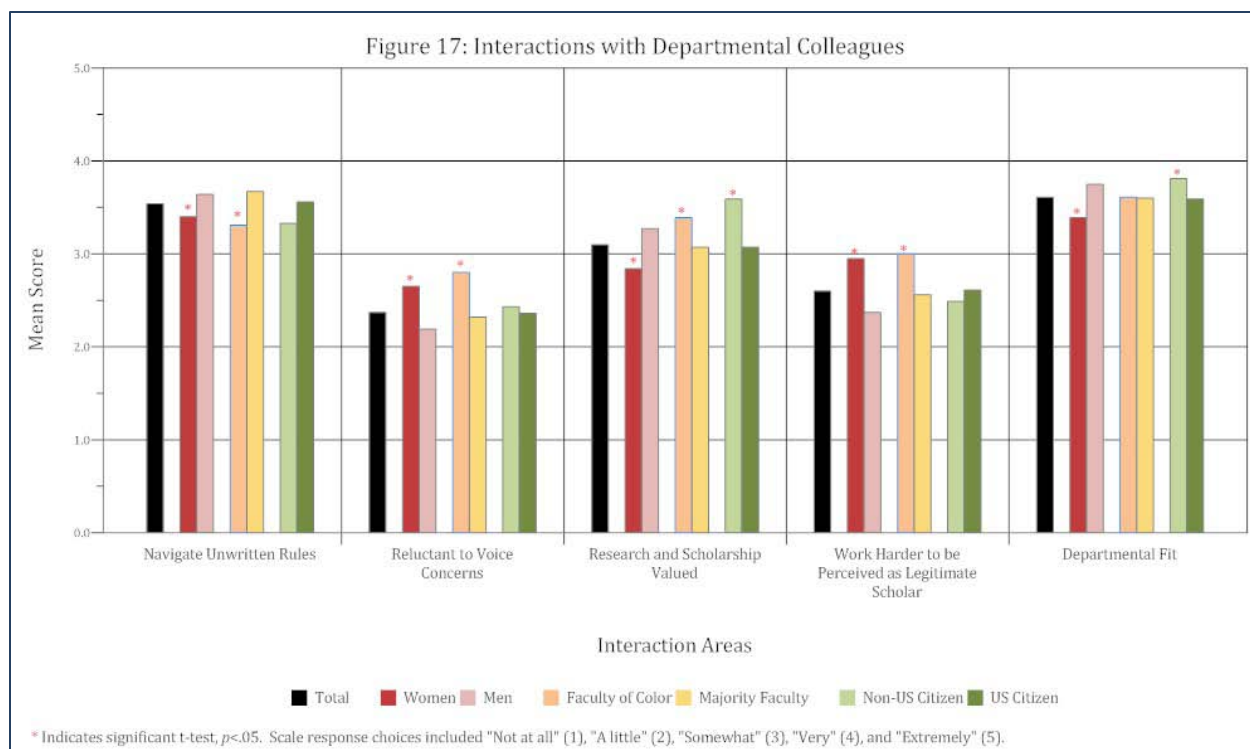
SMPH Faculty versus Other Biological Sciences Division Faculty

Compared to other Biological Sciences Division faculty, SMPH faculty felt that their research and scholarship was less valued by their colleagues (mean score of 3.1 versus 3.3), but that their clinical practice was more valued by those same colleagues (mean score of 3.7 versus 3.3).

SMPH Group Differences

As we saw in the previous question grouping, Women faculty were significantly less satisfied for all measures but one in this section, both overall and within each title track (though the results for CT Women or CHS Women were not significant as often as they were for TT Women). Faculty of Color differed from Majority Faculty on a number of items in this section. They were less able to navigate unwritten rules within their departments (mean score of 3.3 versus 3.7), more reluctant to voice their concerns (mean score of 2.8 versus 2.3), and felt they had to work harder than their colleagues to be perceived as legitimate scholars (mean score of 3.0 versus 2.6). However, Faculty of Color felt that their research and scholarship were more valued by their colleagues than did Majority Faculty (mean score of 3.4 versus 3.1). Within the TT track, Faculty of Color were more satisfied than Majority Faculty with their chairs', directors', or deans' efforts to obtain resources for them (mean score of 3.7 versus 3.2). CHS Faculty of Color felt more comfortable in raising personal or family concerns when scheduling departmental obligations than Majority Faculty in the same track (mean score of 3.3 versus 2.6).

Non-US Citizen faculty felt that their research and scholarship were more valued by their colleagues (mean score of 3.6 versus 3.1) and that they had a better overall departmental fit (mean score of 3.8 versus 3.6) than did US Citizen faculty. Within the TT track, Non-US Citizen faculty were more satisfied with their chairs' efforts to create a collegial environment (mean score of 4.1 versus 3.5), and were more satisfied with leadership's efforts to obtain resources for them (mean score of 3.7 versus 3.2) than were US Citizen faculty in the same track. Figure 17 shows the faculty's different perceptions of interactions with colleagues according to gender, race and ethnicity, and citizenship status.



Voice in Departmental Decision-Making

In this Climate subsection, we asked faculty how often they felt that they and others had a voice in various departmental decision-making processes. Response choices for these items included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). We also provided an "NA" choice, which was coded as missing data.

Results for these items are reported in Table DC5. SMPH faculty in all tracks felt that they sometimes had a voice in decisions that affect departmental directions (mean score of 3.08) and that their chairs sometimes involved them in decision-making (mean score of 2.91), but they less frequently had a voice in resource allocation (mean score of 2.59). They often felt that meetings allow all participants to share their views (mean score of 3.77) and that committee assignments were rotated somewhat fairly (mean score of 3.34).

SMPH Faculty versus Other Biological Sciences Division Faculty

Compared to other Biological Sciences Division faculty, SMPH faculty felt overall that they had less of a voice in departmental decision-making processes. Table 1 below shows the extent to which each group felt they had the ability to participate in those processes.

Table 1: Voice in Departmental Decision-Making, SMPH Faculty Versus Other Biological Sciences Division Faculty

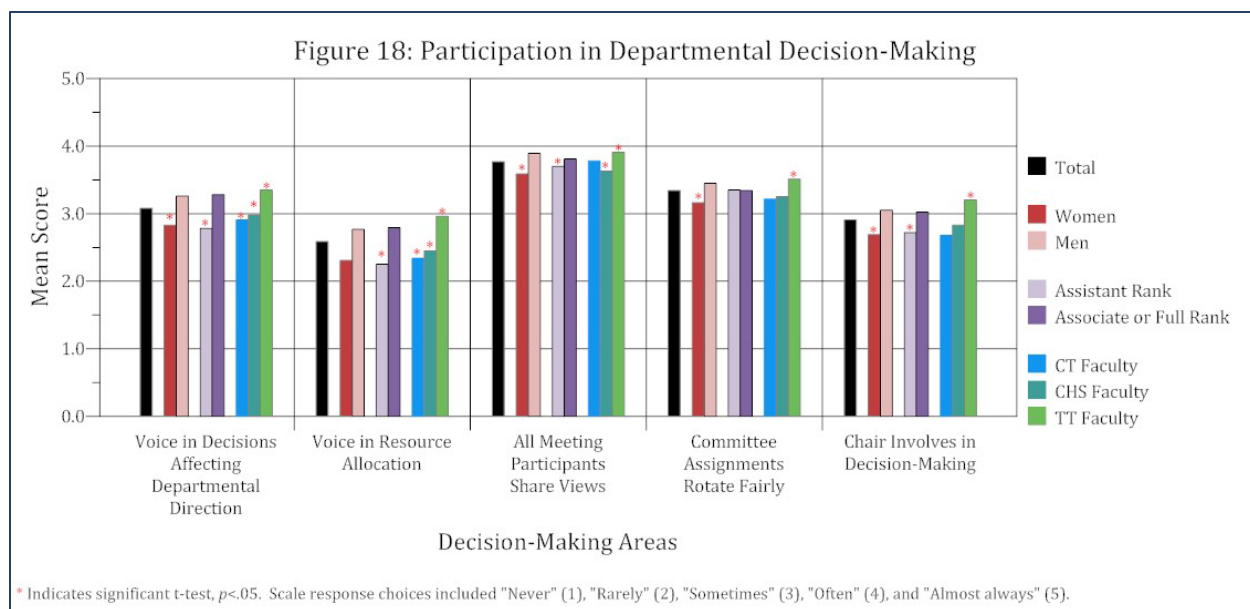
	N	Thinking about your participation in the decision-making process in your department, how often...				
		...do you have a voice in decisions that affect departmental directions?	...do you have a voice in resource allocation?	...do meetings allow all participants to share their views?	...do committee assignments rotate fairly?	...does your department chair involve you in decision-making?
SMPH Faculty	665	3.08*	2.59*	3.77*	3.34*	2.91*
Other Biological Sciences Division Faculty	290	3.54	2.96	4.10	3.67	3.28

* Indicates significant *t*-test, $p < .05$.

SMPH Group Differences

As with other question groupings in this section, Women faculty reported a significantly more negative climate with regard to departmental voice for each item compared to Men faculty. Within each of the three title series tracks, Women faculty were less satisfied than Men, as well, though the difference was frequently not significant. Faculty of Color felt they had less voice in decisions that affected departmental direction (mean score of 2.8 versus 3.1) and felt that all meeting participants were able to share their views less often (mean score of 3.5 versus 3.8) compared to Majority Faculty. Additionally, within the CHS track, Faculty of Color felt that their chairs involved them in departmental decision-making less often than Majority Faculty in the same track (mean score of 2.4 versus 2.9). No differences were found according to citizenship status.

Assistant Rank faculty generally reported less involvement in departmental decision-making than did Associate or Full Rank faculty. There was one exception: across all ranks, there was no difference in how fairly faculty perceived committee assignments to rotate. All other differences, except for differences with regard to sharing one's views in departmental meetings were statistically significant. Within the CT track, Assistant Rank faculty were significantly less likely to say that all meeting participants were able to share their views than were Associate or Full Rank faculty (mean score of 3.7 versus 4.0), but this difference was not significant when all title series were combined. Between series tracks, TT faculty were the most satisfied with their departmental decision-making process, having significantly higher climate measures for each item we asked about. CHS faculty were the next most satisfied with this area of climate, followed by CT faculty. See Figure 18 below for a comparison of these results. As might be expected from the track comparisons just described, Basic Science Department faculty reported a significantly more positive climate for each measure in this section compared to Clinical Department faculty. Within the TT group, Basic Science Department faculty were significantly more satisfied with their role in department decision making than were Clinical Science Department faculty.



Perceived Climate for Others in Departments and in the School

In the final question grouping for this section, 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 negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). We also provided a "Don't know" option, which was coded as missing data.

Climate results at the departmental level are reported in Table DC6, and climate results at the school or college level are reported in Table DC7. SMPH faculty in all tracks felt that the overall climate in their departments (mean score of 3.8) and in the School (mean score of 3.9) was positive. When asked about the climate for women at both of these levels, they responded that this was also positive (mean scores of 3.9 and 3.9, respectively). Finally, the group gave a similar positive rating of the climate for faculty of color at both levels (mean scores of 4.0 and 3.9, respectively).

SMPH Faculty versus Other Biological Sciences Division Faculty

Compared to other Biological Sciences Division faculty, SMPH faculty perceived a significantly more negative climate (though still fairly positive), particularly for women, at both the departmental and school/college level. See Table 2 below for the climate ratings that each group provided.

Table 2: Perceived Climate Levels, SMPH Faculty versus Other Biological Sciences Division Faculty

	N	In my department, the climate...			In my school or college, the climate...		
		...overall is...	...for women is...	...for faculty of color is...	...overall is...	...for women is...	...for faculty of color is...
SMPH Faculty	661	3.82	3.92*	3.95	3.91*	3.90*	3.87
Other Biological Sciences Division Faculty	290	3.85	4.04	3.99	3.68	4.02	3.95

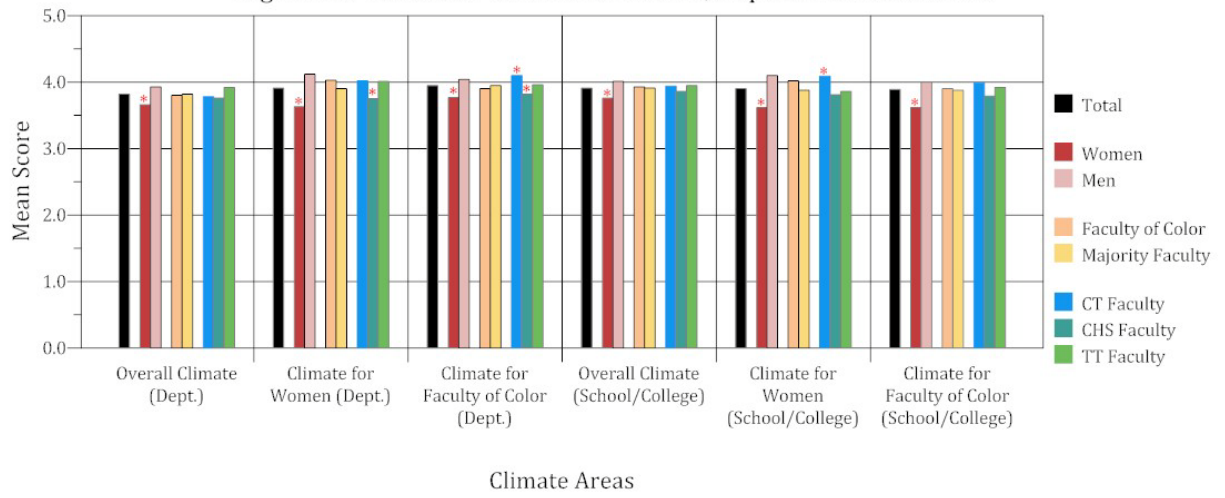
* Indicates significant *t*-test, $p < .05$.

SMPH Group Differences

No differences were found for these items according to race, citizenship status, or rank. Women faculty reported a significantly more negative perception of climate than Men faculty for all measures in this section, at the group level and within-track. Few differences were found among title series tracks. TT Faculty of Color perceived a more positive climate for women at the departmental level (mean score of 4.4 versus 4.0) compared to TT Majority Faculty. TT faculty who were Non-US Citizens perceived a more positive climate for women (mean score of 4.1 versus 3.8) than TT US Citizen faculty.

While there were no differences by rank for the larger group, CHS Assistant faculty reported a more positive climate overall at the departmental level (mean score of 3.9 versus 3.7) and for women at the School or College level (mean score of 4.0 versus 3.7) than did CHS Associate or Full Rank faculty. At the departmental level, CHS faculty felt the climate for women (mean score of 3.8) and for faculty of color (mean score of 3.8) was the least positive. CT faculty felt that the climate for faculty of color at the departmental level (mean score of 4.1) and the climate for women at the School or College level (mean score of 4.1) were the most positive. Additionally, compared to Clinical Department faculty, those in Basic Science Departments perceived a much more positive climate overall (mean score of 4.1 versus 3.8), for women (mean score of 4.2 versus 3.9), and for faculty of color (mean score of 4.3 versus 3.9) at the departmental level, and for faculty of color at the School or College level (mean score of 4.1 versus 3.9). TT Basic Department faculty also reported a more positive climate than TT Clinical Department faculty for all three measures at the departmental level. Figure 19 below shows the different levels of climate perceived at both the departmental and school or college levels, according to gender, race and ethnicity, and title series track.

Figure 19: Perceived Climate for Others, Department and School



DIVERSITY

In this section we asked the faculty a series of questions regarding the perceived commitment to diversity at UW-Madison. Diversity was defined broadly as “race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another.”

Commitment to Diversity

We asked the faculty about the extent to which they agreed that a commitment to diversity is demonstrated both in their departments and at UW-Madison, and the extent to which they agreed they are committed to increasing the diversity of faculty, staff, and students on the campus. Response choices for these questions included “Strongly disagree” (1), “Somewhat disagree” (2), “Slightly disagree” (3), “Neither agree nor disagree” (4), “Slightly agree” (5), “Somewhat agree” (6), and “Strongly agree” (7). We also asked the faculty whether they had intentionally engaged in an action to increase the diversity of the faculty, staff, or student bodies at UW-Madison in the six months prior to completing the survey. The answer choices to this question were “Yes” and “No”.

Results for this section are reported in Table D1. SMPH faculty in all tracks slightly agreed that commitment to diversity was demonstrated in their departments (mean score of 5.1) and at the UW-Madison (mean score of 5.3). They somewhat agreed that they were personally committed to increasing the diversity of faculty, students and staff at UW-Madison (mean score of 6.0), and 44% reported that they had intentionally engaged in an action to increase diversity in the past six months.

Group Differences

Differences were observed between most of the variable groups for this section of the survey. Women faculty perceived significantly less demonstrated commitment to diversity than did Men faculty, at both the department level (mean score of 4.6 versus 5.4) and at the UW-Madison (mean score of 5.0 versus 5.6). These differences were found between male and female faculty within each of the three title series tracks, as well. However, there were no gender differences in individual commitment to diversity, either for the group as a whole or within-track.

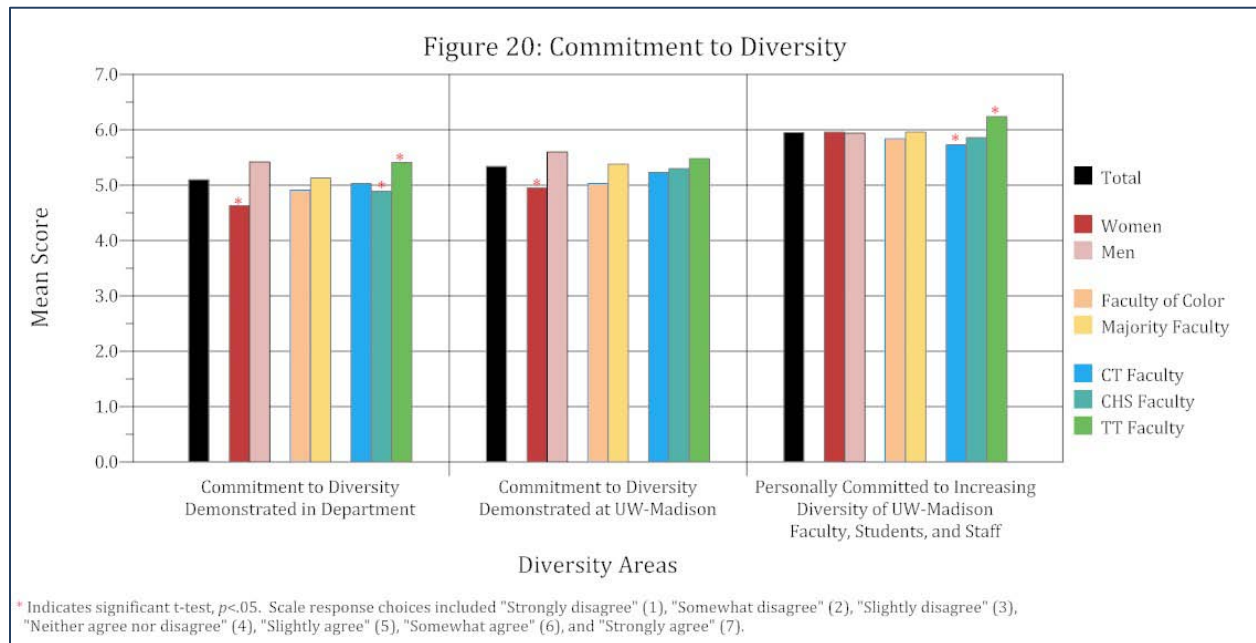
Compared to Majority Faculty, Faculty of Color did not perceive as much demonstrated commitment to diversity at either the departmental or institutional level, but the differences were not significant.

Faculty at the Assistant Rank reported engaging in intentional actions to increase diversity at a lower rate than Associate or Full Rank faculty (34.1% versus 50.8%), but there was no difference in agreement regarding observed or personal commitment to diversity. Within title tracks, CHS faculty saw the least amount of departmental commitment to diversity (mean score of 4.9), while TT faculty saw the most (mean score of 5.4). No differences were seen among the three tracks in perceived commitment to diversity at the institutional level. Regarding their individual commitment to increasing diversity, TT faculty were the most personally committed to increasing diversity (mean score of 6.2) while CT faculty were the least (mean score of 5.7). Consistent with their level of commitment, TT faculty were most likely to have taken actions intended to increase diversity (66.1%) while CT faculty were the least likely to have done so (24.4%)

Faculty from Basic Science Departments reported more commitment at both levels we inquired about in comparison to Clinical Department faculty, significantly so at the departmental level (mean

score of 5.8 versus 5.0). Basic Science Department faculty were also more committed at the individual level (mean score of 6.4 versus 5.9) and reported having taken more actions to increase diversity (68.9% versus 40.4%) than their Clinical Department counterparts.

Figure 20 below shows the difference in perceived levels of commitment to diversity according to gender, race and ethnicity, and title series.



MENTORING

This section was designed to explore the extent to which UW-Madison faculty met with mentors of various types during an academic year, and whether they felt they received adequate mentoring while at UW-Madison.

Frequency of Meetings

In this section, we asked faculty how often they met with their official department mentors, other departmental mentors, and mentors outside of their departments in the academic year. The response choices for these items included “Less than annually”, “Annually”, “Once per semester”, “Monthly”, “Weekly”, and “Daily”. There was also a “Never or no mentor” choice for each of the three categories.

As indicated in the Analysis Plan of this report, we also compared selected responses for SMPH faculty to the responses of other Biological Sciences Division faculty on the UW-Madison campus.

Results for the average number of times that SMPH faculty met with the three types of mentors are reported in Table M1, and the rates at which the faculty reported never meeting with or having no mentor of each type are reported in Table M2. On average, SMPH faculty in all tracks who had at least one mentor met with them approximately once per week (averaging 11.4 times per year with their official department mentors, 22.9 times with other department mentors, and 24.3 times with mentors outside their departments; total average per month was then 4.9 times). A substantial proportion of the faculty reported that they never meet with or have no mentor in each of the three categories: official department mentor (37.0%), other departmental mentor (38.1%), and mentor outside their department (46.3%).

SMPH Faculty versus Other Biological Sciences Division Faculty

Comparing the frequency of mentor meetings between SMPH faculty and other Biological Sciences Division faculty, one was difference was found. SMPH faculty met much more frequently with mentors outside their departments than other Biological Sciences Division faculty (average of 24.3 times versus 10.8 times). Table 3 below gives the average numbers of meetings, as well as the rates at which these faculty groups reported no mentorship for each of the three kinds of mentors.

Table 3: Number of Mentor Meetings in an Academic Year, SMPH Faculty versus Other Biological Sciences Faculty

	N	This academic year at UW-Madison, how often do you....					
		Official department mentor		Other department mentor		Mentor outside department	
		...meet with?	Never meet, no mentor	...meet with?	Never meet, no mentor	...meet with?	Never meet, no mentor
SMPH Faculty	684	11.44	39.65%*	22.88	38.09%*	24.32*	46.28%*
Other Biological Sciences	297	17.35	51.55%	23.30	47.77%	10.79	53.95%

* Indicates significant t-test, $p < .05$.

SMPH Group Differences

No gender differences were found for the SMPH group as a whole, either in the number of meetings held with the three kinds of mentor or in reporting that they never meet with or have no mentor. However, within the CHS track, Women faculty had significantly fewer meetings with their official department mentors than did Men faculty (average of 3.2 times versus 17.6).

Faculty of Color had significantly fewer meetings with mentors outside their departments compared to Majority Faculty (average of 4.7 times versus 26.2). This pattern held within each title track. Additionally, TT Faculty of Color were significantly more likely to say that they never met with or had no mentors outside their departments than were TT Majority Faculty (60.9% versus 35.1%).

One difference was found according to citizenship. Non-US Citizen faculty had fewer meetings with their official department mentors than did US Citizen faculty (average of 5.3 times versus 11.9).

Differences were found more frequently between the different Rank groups. For example, Assistant Rank faculty reported fewer meetings with all three types of mentors compared to Associate or Full Rank faculty, significantly so for those with official departmental mentors (average of 6.3 versus 28.7) and with other departmental mentors (average of 15.2 times versus 28.7). However, faculty at the Assistant Rank were also significantly less likely to say that they never meet with or have no official departmental mentor (27.2% versus 43.3%) or other departmental mentors (32.6% versus 41.7%). Similar results were found when comparing the two rank groups in the TT and CHS title series tracks, but no significant differences were found within the CT faculty group (see Table 4).

Table 4: Within-Track Mentoring Participation by Faculty Rank

	N	This academic year at UW-Madison, how often do you....					
		Official department mentor		Other department mentor		Mentor outside department	
		...meet with?	Never meet, no mentor	...meet with?	Never meet, no mentor	...meet with?	Never meet, no mentor
TT Faculty (ALL)	214	14.67	40.19%	27.59	33.96%	18.24	37.91%
Assistant Rank	42	4.93	0.00%*	9.00*	7.14%*	6.54*	7.14%*
Associate/Full Rank	172	19.43	50.00%	34.77	40.59%	23.20	45.56%
CHS Faculty (ALL)	257	11.19	24.90%	21.17	29.69%	32.19	3.84%
Assistant Rank	101	8.35	9.9%*	18.45	16.83%*	36.22	32.67%
Associate/Full Rank	156	13.72	34.62%	23.54	38.06%	29.01	44.52%
CT Faculty (ALL)	192	7.70	49.48%	18.91	53.93%	18.29	54.06%
Assistant Rank	118	3.89	51.69%	14.55	55.08%	13.18	67.80%
Associate/Full Rank	74	13.13	45.95%	25.51	52.05%	24.55	58.11%

* Indicates significant t-test, $p < .05$.

While we found significant differences between title tracks in mentoring participation, given that one participates in mentoring, we found no significant differences between the tracks in the number of meetings held with the mentors.

Finally, one difference was found when comparing Basic Science Department faculty and Clinical Department faculty. For the group as a whole, Basic Science Department faculty were more likely than those in Clinical Departments to say that they never met with or had no mentor for each of the categories, significantly so for official department mentors (49.4% versus 35.0%).

Satisfaction with Mentoring

Faculty members were also asked if they received adequate mentoring while at UW-Madison. The response choices for this question were “Yes”, “No”, and “Not applicable”. As indicated in the methodology section of this report, we also compared selected responses for SMPH faculty to the responses of other Biological Sciences Division faculty on the UW-Madison campus.

Results for SMPH faculty satisfaction with their mentoring experience are reported in Table M3. About half (52.0%) of SMPH faculty said their mentoring experience at UW-Madison was adequate.

SMPH Faculty versus Other Biological Sciences Division Faculty

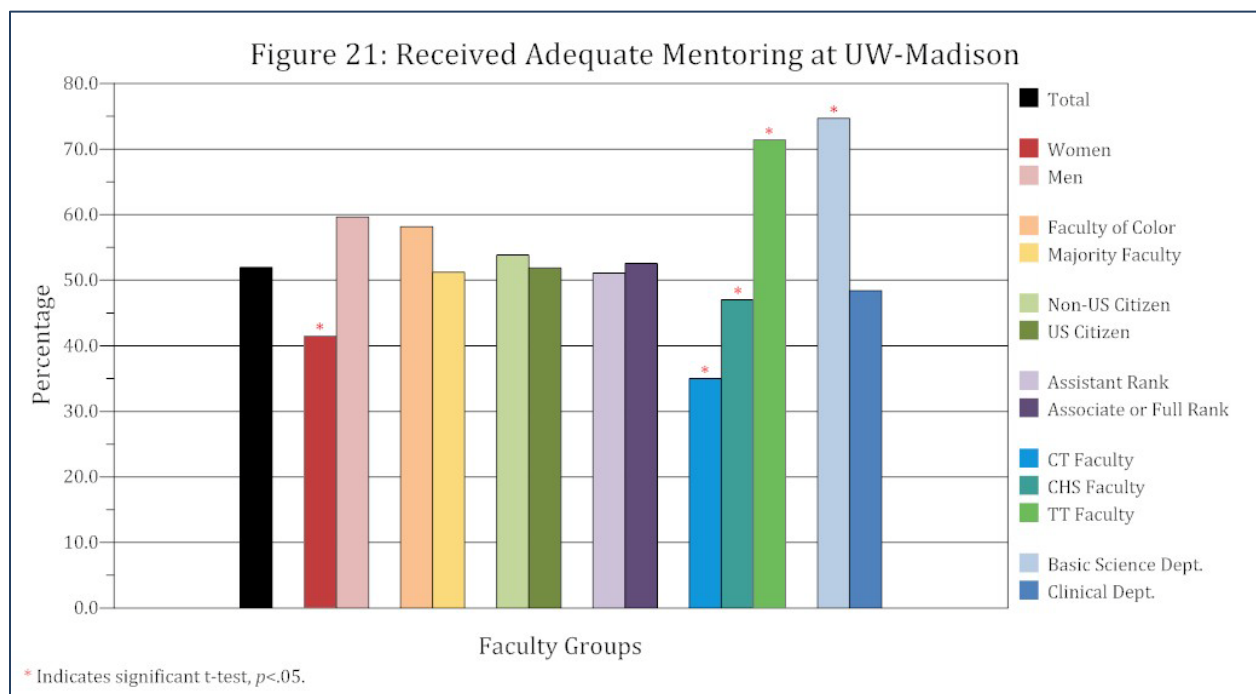
SMPH faculty were significantly less likely to report that they had received adequate mentoring while at UW-Madison when compared to other Biological Sciences Division faculty (52.0% versus 71.1%). This result was found despite SMPH faculty reporting the same or significantly higher average numbers of mentor meetings and being significantly less likely to say that they never meet with or had no mentor for each of the three categories (recall Table 4 above).

SMPH Group Differences

Women faculty were less satisfied with their mentoring experience than Men faculty for the entire SMPH group (41.5% versus 59.6%) and within the CT track (23.6% versus 47.1%). No differences were found for the entire group or within title series tracks for either race or citizenship status.

No differences were found according to faculty rank for the group as a whole, though within the CHS track, Assistant Rank faculty were more satisfied with their mentoring than those at the Associate or Full Rank (58.8% versus 38.7%). In the title series tracks, TT faculty were the most satisfied with their mentoring experience (71.4%), followed by CHS faculty (47.0%), while CT faculty were the least satisfied (35.0%). As might then be expected, Basic Science Department faculty were more satisfied with their mentoring than Clinical Department faculty (74.7% versus 48.4%).

Figure 21 below shows the rates at which different faculty groups reported feeling that they received adequate mentoring while at UW-Madison.



SEXUAL HARASSMENT

This section was designed to determine the extent to which SMPH faculty have experienced sexual harassment,⁴ if at all, and their knowledge about the processes by which UW-Madison responds to such incidents.

Incidence of Sexual Harassment

We asked faculty how often, if at all, they experienced sexual harassment on the UW-Madison campus within the last three years. Response choices for this item were “Never”, “1 to 2 times”, “3 to 5 times”, and “More than 5 times”.

Results for these questions are reported in Table SH1. A small proportion (6.3%) of the of SMPH faculty have experienced sexual harassment in the last three years, with an average of 2.5 incidents during that time period for those who reported having at least one occurrence.

Group Differences

Women faculty experience sexual harassment at three times the rate as Men faculty (10.9% versus 3.3%), but reported fewer average incidents (2.3 versus 3.0; difference not significant). Faculty within the SMPH who identify as Gay or Lesbian experienced sexual harassment at a greater rate compared to Bisexual or Heterosexual faculty (12.5% versus 6.3%, difference not significant), but experienced significantly fewer average incidents (1.5 versus 2.6).

Faculty of Color reported experiencing sexual harassment at a lower rate than Majority Faculty (1.49% versus 6.88%). While Non-US Citizen faculty did not report experiencing sexual harassment at a significantly lower rate than US Citizen faculty, they experienced fewer incidents on average (1.50 versus 2.56). Finally, faculty in Basic Science Departments reported experiencing fewer incidents on average than Clinical Department faculty (average of 1.50 versus 2.59).

Knowledge of Response to Sexual Harassment

We also asked faculty how seriously the issue of sexual harassment is treated and how common it is on campus, how well they know what procedures to follow in response to a sexual harassment incident, and how effectively the institution responds to sexual harassment complaints. Response choices for these questions included “Not at all” (1), “A little” (2), “Somewhat” (3), “Very” (4), and “Extremely” (5). A “Don’t know” category was supplied for each of the questions in this section. We used “Don’t Know” responses as another measure of the faculty’s knowledge of institutional processes.

Results for these items are reported in Tables SH2 and SH3. SMPH faculty in all tracks indicated that sexual harassment is “a little” common on the UW-Madison campus (mean score of 2.4) and that it is treated very seriously (mean score of 4.1). Of the faculty who responded to these questions, the group somewhat knew the steps to take if a person comes to them with a problem with sexual harassment (mean score of 3.1), and thought that the process for resolving sexual harassment complaints was somewhat effective at the campus level (mean score of 3.4).

⁴ Questions in this section used the UW-Madison definition of sexual harassment, which includes “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.”

As described above, we also measured the proportion of SMPH faculty who reported not knowing about aspects of responding to sexual harassment. Over half (56.8%) of the faculty reported that they did not know how common sexual harassment is on campus, but only 28.3% report not knowing how seriously it is treated at UW-Madison. A relatively small proportion (13.0%) of the total group said they did not know what steps to take in handling a sexual harassment incident, but 72.1% did not know the effectiveness of UW-Madison's process for resolving complaints of sexual harassment.

Group Differences

Women faculty reported a more negative picture regarding sexual harassment on the UW-Madison campus than did Men faculty. Women faculty felt that sexual harassment was more common, that it was treated less seriously, and that UW-Madison's procedures for resolving a sexual harassment complaint were less effective than did Men. However, Women faculty were also less sure themselves of the steps to take if someone came to them with a sexual harassment incident. Additionally, Women faculty were more likely to say that they did not know about the various aspects of harassment we measured in this section, both as a group and in our within-track comparisons; in most instances the differences were significant.

Faculty who identify as Gay or Lesbian felt that sexual harassment is treated less seriously on the campus than do Bi/Heterosexual faculty (mean score of 3.7 versus 4.1), and that it is more common (mean score of 3.2 versus 2.4). Gay/Lesbian faculty were more likely than Bi/Heterosexual faculty to respond that they did not know to all of the questions in this section, significantly so for how seriously sexual harassment is treated (56.3% versus 27.6%).

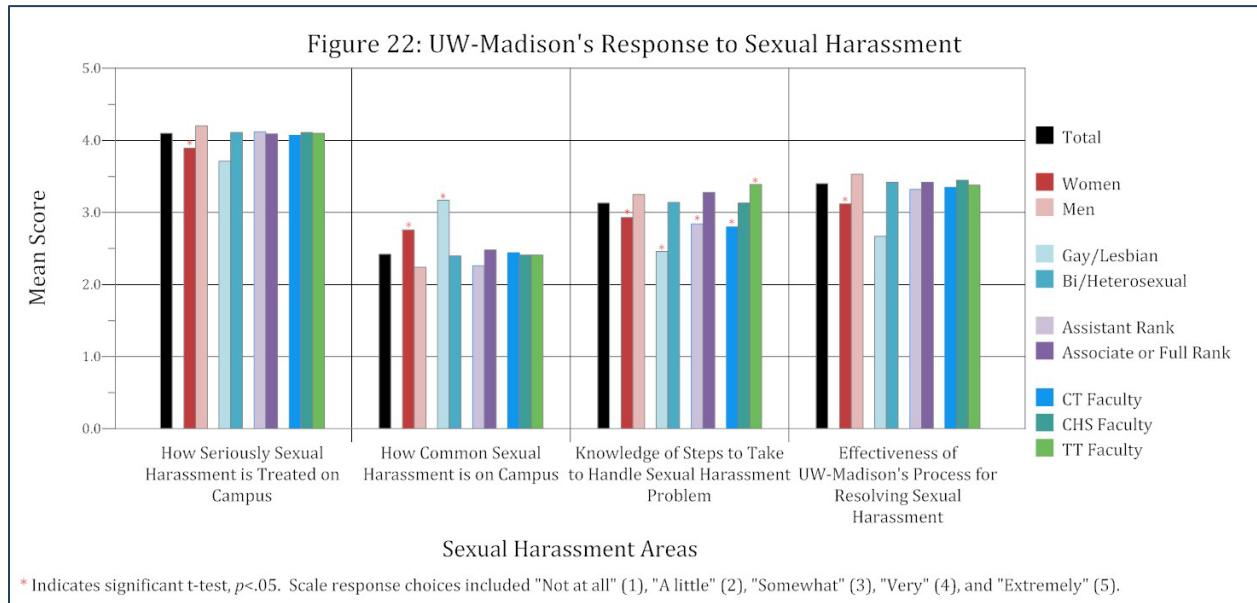
Faculty of Color and Majority Faculty did not differ significantly in their perceptions about sexual harassment at UW-Madison, or in the rates at which they responded that they did not know the answers to questions in this section. Within titles series tracks, only a few significant differences emerged. Compared to TT Majority Faculty, TT Faculty of Color reported that sexual harassment is much less common (mean score of 1.7 versus 2.5), and were also significantly more likely to say that they did not know how common it is (72.0% versus 49.5%). CT Faculty of Color were more likely to report "Don't know" for each measure when compared to CT Majority Faculty, significantly so for what procedures to follow themselves.

Assistant Rank faculty were less sure of what steps to take to resolve a sexual harassment incident than were Associate or Full Rank faculty (mean score of 2.8 versus 3.3). Within-tracks, CHS Assistant Rank faculty felt that sexual harassment is less common (mean score of 2.1 versus 2.5) and were less sure of what procedures to follow if someone comes to them with a problem with sexual harassment (mean score of 2.8 versus 3.3) than CHS Associate or Full Rank faculty. Additionally, Assistant Rank faculty were more likely to respond that they did not know to each of the questions in this section, both as a group and in our within-track comparisons. For example, 85.4% of Assistant Rank faculty responded that they did not know how effective the processes for resolving sexual harassment complaints on the campus are.

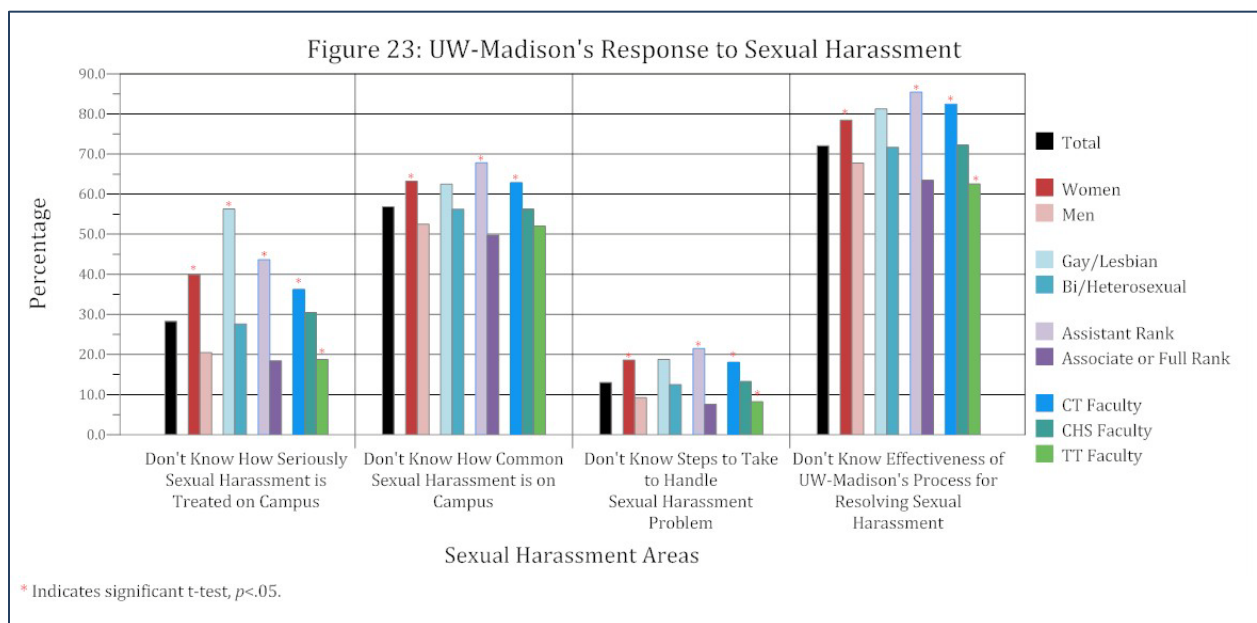
Within title series tracks, CT faculty were the least likely and TT faculty were the most likely to know what to do when confronted with a problem of sexual harassment (mean score of 2.8 versus 3.4). Similarly, CT faculty responded at the highest rates that they did not know the answers to these questions, while TT faculty responded "don't know" at the lowest rates for all but one of these items. No significant differences were found between the responses of CHS faculty and those of faculty in other tracks.

TT Basic Science Department faculty were more likely than TT Clinical Department faculty to respond, “Don’t Know,” to all of the four measures in this section, significantly so to the questions about how common sexual harassment is (65.5% versus 43.2%) and how effective institutional procedures for handling sexual harassment complaints are (78.2% versus 52.3%).

Figure 22 below shows selected faculty groups’ perceptions of UW-Madison’s response to sexual harassment on the campus.



Additionally, Figure 23 shows the rates at which these same selected faculty groups responded that they did not know the answers to these questions.



SATISFACTION

In this section, faculty were asked about the extent to which they were satisfied with their careers; factors that both contributed to and detracted from that satisfaction; whether they had received an outside job offer and if that offer resulted in any adjustments; their likeliness to leave UW-Madison within the next three years and reasons for which they would consider leaving; their satisfaction with resources provided to them; and their satisfaction with their salaries.

Satisfaction with Being a Faculty Member, Career Progression

In this section we asked faculty members about their satisfaction with being a faculty member at UW-Madison and with their career progression. Response choices for these items ranged from “Very dissatisfied” (1), “Somewhat dissatisfied” (2), “Neither satisfied nor dissatisfied” (3), “Somewhat satisfied” (4), and “Very satisfied” (5). We also asked open-ended questions about what factors contributed most to and detracted most from faculty satisfaction at UW-Madison.

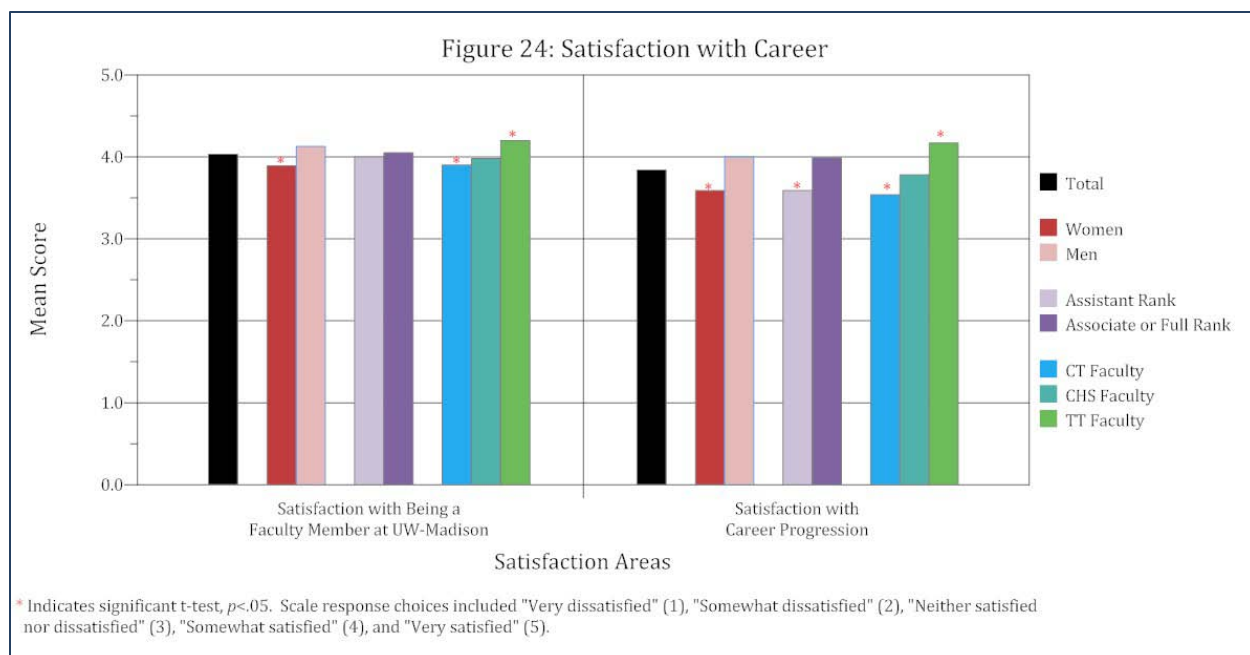
Results for this item are reported in Table S1. SMPH faculty in all tracks were somewhat satisfied with being a faculty member at UW-Madison (mean score of 4.0) and slightly less so with their career progression (mean score of 3.8).

Codebooks for the items asking about factors contributing to and detracting from faculty satisfaction are presented in Tables S2 and S3, respectively. When asked what factors contributed most to their satisfaction at UW-Madison, the faculty most commonly cited the quality of their relationships with other faculty, the institutional community and climate, and collaboration. The most commonly cited factors that detracted from faculty satisfaction were their departmental leadership (their chair, section chief, or supervisor), their workload and hours, and a lack of support for mentorship and advising.

Group Differences

Women faculty were less satisfied than Men faculty, both with being a faculty member at UW-Madison (mean score of 3.9 versus 4.1) and with their career progression (mean score of 3.6 versus 4.0.) There were no general satisfaction differences between Faculty of Color and Majority Faculty. Non-US Citizen faculty were more satisfied with being a faculty member at UW-Madison than were US Citizen faculty (4.3 versus 4.0).

Additionally, only a few differences were found according to rank, title, or department type. Assistant Rank faculty were less satisfied with their career progression than those at a higher rank (mean score of 3.6 versus 4.0). Between title series tracks, TT faculty were the most satisfied with both being a faculty member at UW-Madison and with their career progression (mean scores of 4.2 and 4.2), followed by CHS faculty (mean scores of 4.0 and 3.8), followed by CT faculty (mean scores of 3.9 and 3.5). Finally, Basic Science Department faculty were more satisfied with being a faculty member at UW-Madison (mean score of 4.3 versus 4.0) and with their career progression (mean score of 4.2 versus 3.8) than were faculty in Clinical Departments. See Figure 24 to view the different levels of satisfaction among selected faculty groups.



Satisfaction with Resources

In this section we asked faculty members about their levels of satisfaction with various resources provided to them by the institution for aspects of their work (research and scholarship, teaching, clinical work, and extension or outreach activities). The following response choices were provided: "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). For the questions about resource satisfaction, we provided an "NA" option which was then coded as missing data.

Results for this item are presented in Table S4. SMPH faculty in all tracks were only marginally satisfied with the resources available to them. They are most satisfied with resources that support clinical work (mean score of 3.6), and least satisfied with extension/outreach support (mean score of 3.4).

Group Differences

No significant differences were found according to race, title series track, or departmental type for this item. Women faculty were significantly less satisfied than Men faculty with all types of resources provided by UW-Madison to support various aspects of their work. Non-US Citizen faculty were more satisfied with their research and scholarship resources than US Citizen faculty (mean score of 3.9 versus 3.4), as were Assistant Rank faculty when compared to Associate or Full Rank faculty (mean score of 3.6 versus 3.3).

Satisfaction with Salary

We also asked faculty members how satisfied they were with their salaries. The following response choices were provided: "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

Results for this item are presented in Table S5. SMPH faculty in all tracks were neither satisfied nor dissatisfied with their salaries (mean score of 3.4).

Group Differences

Only one significant difference was found for this group; Faculty of Color were significantly less satisfied with their salaries than were Majority Faculty (mean score of 3.0 versus 3.4).

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 their offer(s) resulted in any adjustments to areas of their position at UW-Madison.

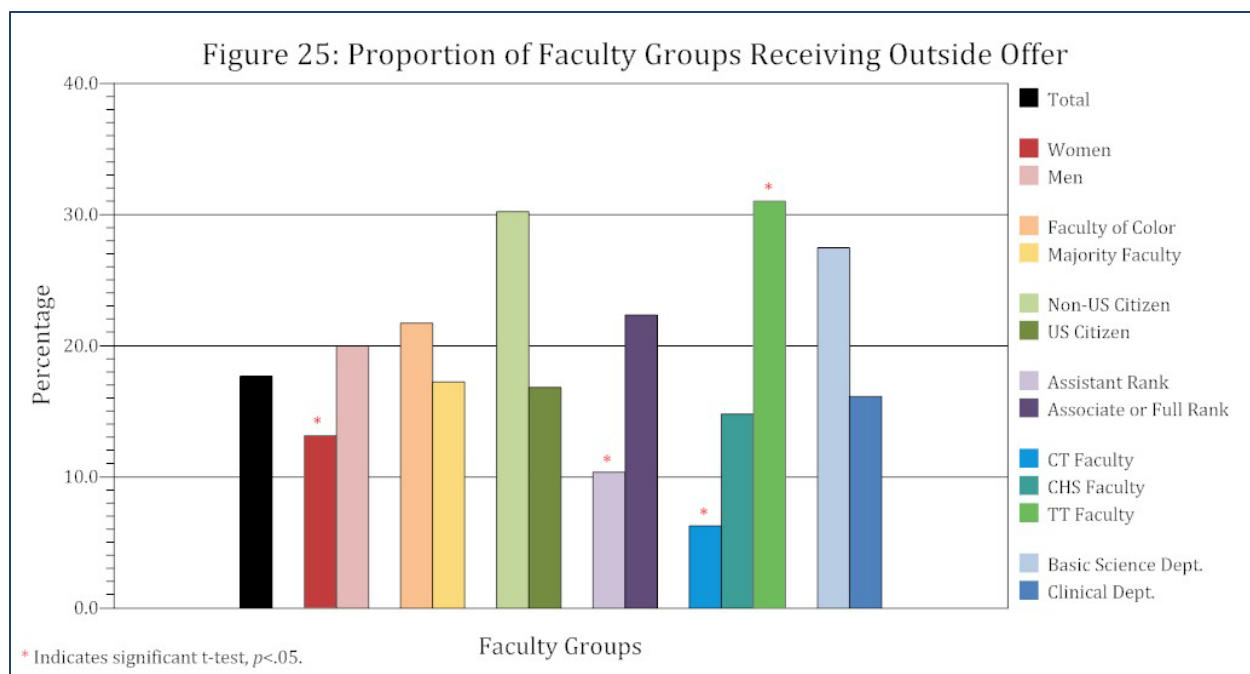
Results for these items are reported in Table S6, and the codebook for additional adjustments received by the faculty is presented in Table S7. Overall, 17.7% of the faculty in all tracks reported having received an outside job offer in the last five years that they took to their department or dean. The most common adjustments made after faculty reported outside offers were in areas of salary (40.5%), startup funds (15.5%), clinical load (12.7%), and administrative responsibilities (12.3%). A small but noticeable proportion of the faculty (15.3%) also reported receiving “other” adjustments following an outside offer. Among the other items specified by respondents, the most common related to non-promotion and non-funding benefits, such as a workspace alteration, the employment of valuable colleagues, and an improved climate. Other adjustments included promotion to a faculty or a new position, or flexible/backup funds.

Group Differences

Women faculty received significantly fewer outside job offers than Men faculty (13.2% versus 20.70%), but there were no gender differences in adjustments to positions following an offer. Following an outside offer, Faculty of Color received the same adjustments as Majority Faculty, except that Faculty of Color reported no adjustments to their leave (0.0% versus 3.9%). Though the differences were not significant, Non-US Citizen faculty were more likely than US Citizen faculty to have received an outside job offer (30.2% versus 16.8%) and a salary adjustment following an offer (61.5% versus 38.1%), but less likely to have received an “other” adjustment (difference significant, 0.0% versus 16.7%).

Assistant Rank faculty received outside offers at a much lower rate than Associate or Full Rank faculty (10.4% versus 22.4%). Following an offer, Assistant Rank faculty were much more likely to have received an adjustment to their clinical load than were those at a higher rank (35.7% versus 5.6%). TT faculty were the most likely to have received an outside offer (31.1%), followed by CHS faculty (14.8%), and then by CT faculty (6.3%). TT faculty were most likely of the three title series tracks to have received a salary adjustment (54.2%), a change in their startup package or equipment (24.3%), or a change in administrative responsibilities (18.8%). CHS faculty were the most likely to have received a reduction in their clinical loads (23.1%), but least likely to have received a salary change (20.0%). CT faculty reported no change to their administrative responsibilities (0.0%) or startup package or equipment (0.0%).

Basic Science Department faculty were more likely to have received outside offers than were Clinical Department faculty (27.5% versus 16.2%). Following those offers, the most likely adjustment for the Basic Science group was in the area of salary (57.7% versus 36.0%). Figure 25 shows the rates at which each faculty group reported receiving outside offers.



Likelihood to and Reasons for Leaving UW-Madison

In this section, we asked faculty how likely they were to leave UW-Madison in the next three years. Response choices for this item included “Very likely” (1), “Somewhat likely” (2), “Neither likely nor unlikely” (3), “Somewhat unlikely” (4), and “Very unlikely” (5). Note that for this item, a lower value on the item indicates a *higher* likelihood of leaving the UW-Madison. We also asked about the extent to which they would consider a number of factors as reasons for leaving UW-Madison. Response choices for these items included “Not at all” (1), “To some extent” (2), and “To a great extent” (3). We also provided an “NA” choice, which we coded as missing data. Finally, 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, beyond those we specifically asked about.

Results for this item are reported in Table S8. SMPH faculty in all tracks were somewhat unlikely to leave UW-Madison in the next three years (mean score of 3.6), and no group was likely to leave.

Results for the extent to which faculty considered various factors as reasons for leaving are presented in Table S9. Additionally, the codebook for “other” reasons for leaving specified by the faculty is presented in Table S10. None of the factors we listed as reasons for considering leaving received a mean score of 2.0 or more (“To some extent”), with the exception of the “other” factors specified by the faculty. Of the factors that we provided as response choices, the faculty most commonly considered enhancing their career (mean score of 1.99), reducing stress (mean score of 1.8), finding a more supportive work environment (mean score of 1.7), and increasing their salaries (mean score of 1.7). The most common among the “other” possible reasons included wanting to feel needed, valued, and respected; reaching a leadership position, such as a chair or administrative role; moving closer to their families; and the weather.

Codebooks for the items asking about reasons for which faculty would either stay at or leave UW-Madison are presented in Tables S11 and S12, respectively. SMPH faculty members provided an extensive number of responses to these items. Their most common reasons for staying at UW-

Madison included living in the city of Madison or in Wisconsin, their relationships with their colleagues and collaborators on the campus, and their families. When discussing their thoughts about why they would consider leaving UW-Madison, the faculty most commonly cited their salaries; the leadership and administrators, or administrative policies in the SMPH; and the desire for a new challenge, opportunity, or potential for personal and professional growth.

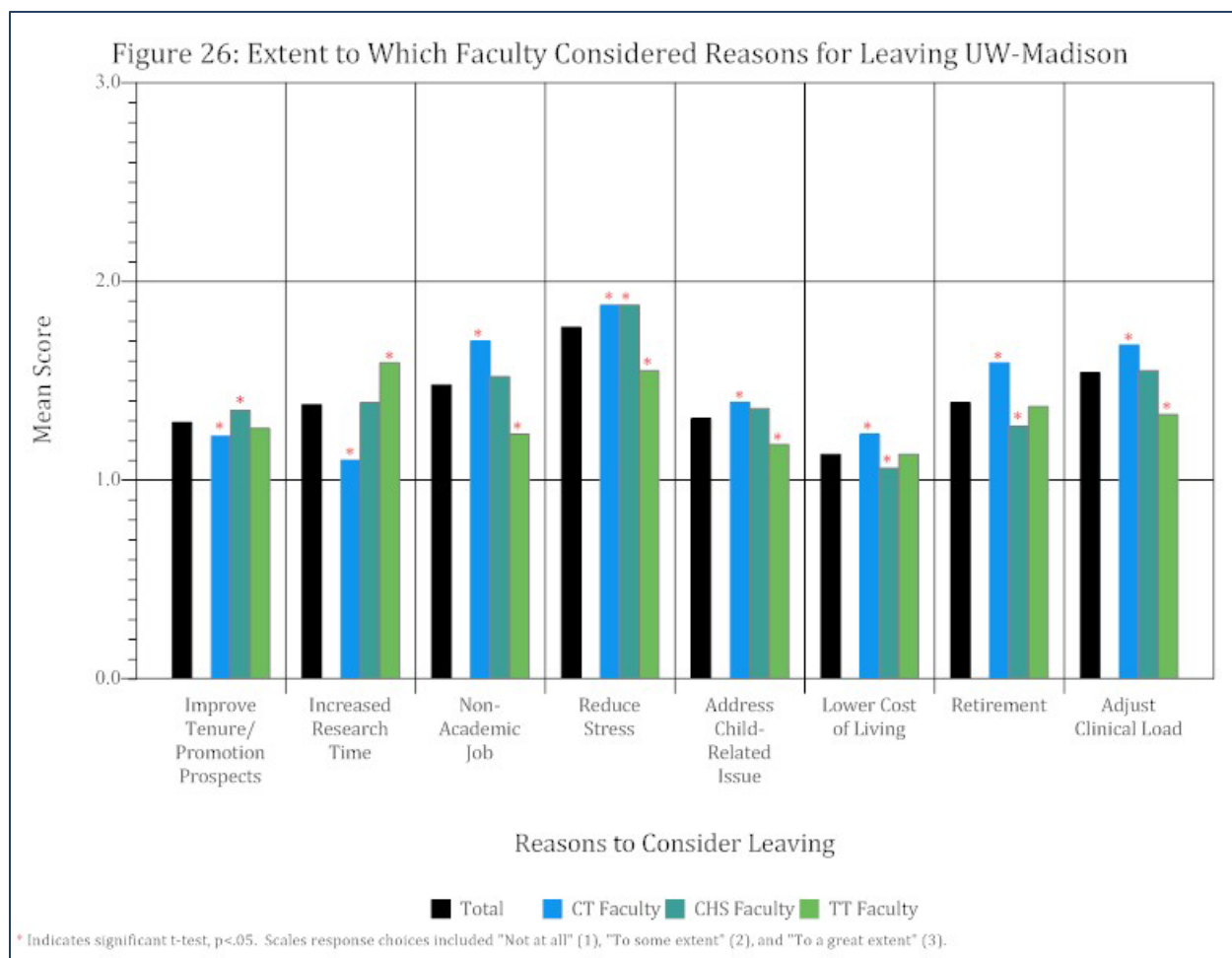
Group Differences

Women faculty were slightly more likely to consider leaving UW-Madison than Men (mean score of 3.5 versus 3.7). Several reasons had a greater influence on Women Faculty member's deliberations about leaving than on Men's considerations. These included improving their prospects for tenure, finding a more supportive work environment, reducing stress, and addressing child-related issues. However, Women faculty were less likely to have considered retirement than Men faculty. Within TT faculty, TT Women considered leaving to pursue a non-academic career to a greater extent than TT Men, but were less likely to consider lowering their cost of living and adjusting their clinical load. Within CT faculty, some reasons that Women were more likely than Men to consider in contemplating leaving UW-Madison included finding a more supportive work environment, reducing stress, addressing child-related issues, and adjusting their clinical load.

Faculty of Color were significantly more likely to consider leaving UW-Madison than Majority faculty (mean score of 3.2 versus 3.7), and considered salary as a reason for leaving to a greater extent (mean score of 1.9 versus 1.7). There was no difference according to citizenship regarding likeliness to leave UW-Madison. However, Non-US Citizen faculty considered reducing stress as a reason for leaving UW-Madison to a lesser extent than US Citizen faculty (mean score of 1.5 versus 1.8), and considered improving the employment of a spouse or partner to a greater extent (mean score of 1.6 versus 1.3).

While Assistant Rank faculty were not more likely to leave UW-Madison than Associate or Full Rank faculty, they considered a number of reasons for leaving the institution to be more influential than did faculty of higher rank. These reasons included improving their prospects for tenure (mean score of 1.4 versus 1.2), pursuing a non-academic job (mean score of 1.6 versus 1.4), addressing child-related issues (mean score of 1.5 versus 1.2), and improving the employment situation of a spouse or partner (mean score of 1.5 versus 1.3). Understandably, Assistant Rank faculty were less likely to have considered retirement (mean score of 1.3 versus 1.5). In the CT track, Assistant Rank faculty were less likely to have considered improving their prospects for tenure as a reason for leaving (mean score of 1.3 versus 1.1) but more likely to have considered improving the employment situation of a spouse (mean score of 1.4 versus 1.2).

No differences were found among title series tracks in likeliness to leave the institution. No group was likely to leave the institution in the next three years, and there was no difference among them for this item. The most frequent differences for this group came in the extent to which they considered different factors as reasons for leaving the institution. Items for which there were significant differences are displayed in Figure 26 below.



Finding time to do research was the only reason for leaving the institution that influenced decisions for Basic Science Department faculty to a greater extent than for Clinical Department faculty (mean score of 1.5 versus 1.4). A number of other reasons (finding a more supportive work environment, pursuing a non-academic job, reducing stress, and adjusting clinical load) were more influential for Clinical Department faculty.

CONCLUSIONS

Overall, findings from the *2010 Study of Faculty Worklife* largely replicate findings from previous climate surveys of UW-Madison faculty. Exploring the responses of SMPH faculty, the trends for some faculty groups, such as Women or Assistant Rank faculty, follow those found and reported on among the UW-Madison faculty as a whole.⁵ Some of the differences between faculty groups at the campus level are visible in greater and finer detail among faculty in the SMPH.

The differences among CT faculty, CHS faculty, and TT faculty were among the most frequent and consistent for most sections of the study. The general trend among the three title series tracks indicated that TT faculty were the most positive about their positions, the most productive, and the most satisfied, while CT faculty were the least; CHS faculty almost always fell into the middle ground. For example, although CT and TT faculty reported no differences in the amount of mentoring they received, CT faculty were significantly less satisfied and more frustrated with their mentoring experiences. Additionally, CT and CHS faculty reported that a schism exists between them and TT faculty members, and several respondents said that they felt like “second class citizens” while at work. Finally, CT faculty reported, at a surprisingly high rate, that they were unaware of any available tenure or promotion processes. CT faculty who were aware of these processes expressed frustration with their experiences with tenure or promotion. Consistent with our findings about mentorship, SMPH faculty frequently suggested that additional or improved mentoring could improve the tenure or promotion process for junior faculty.

The 2010 survey instrument contains very few items that are exactly identical to items in the 2003 and 2006 survey, and therefore direct comparisons of item responses cannot show change over time. More sophisticated analyses are planned to investigate changes over time, for those faculty who responded to all three waves.

The *Study of Faculty Worklife* is an extraordinary longitudinal data source that can answer many questions about faculty perceptions of their workplace, and can make correlations between these perceptions and important career outcomes such as productivity, attrition, and satisfaction. We intend to continue fielding the study and monitoring the workplace climate for UW-Madison faculty into the future.

⁵ For reports detailing the response rates and findings of the 2003, 2006, and 2010 waves of the study, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

APPENDIX 1: Tenured/Tenure-Track Faculty 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 tenure or 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the department's effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the department faculty's efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...your start up package?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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


3. 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?	<input type="text"/>
b. ...how many additional colleagues in your department are potential research collaborators?	<input type="text"/>
c. ...how many colleagues <u>outside</u> your department do you collaborate with on research?	<input type="text"/>
d. ...how many additional colleagues <u>outside</u> your department are potential research collaborators?	<input type="text"/>

4. 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much is interdisciplinary research recognized and rewarded by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how interdisciplinary is your current research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how mainstream is your current research within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>


5. What could the UW-Madison do to better support faculty engaged in interdisciplinary research?

THE TENURE PROCESS AT UW-MADISON – We are interested in how untenured and recently-tenured faculty experience the tenure process.


6. Are you tenured?

☐ Yes ☐ No → **Go to question 7**


6a. Did you first receive tenure at a university other than UW-Madison?

☐ No ☐ Yes → **Go to question 15**


6b. Did you first receive tenure at UW-Madison after January 1, 2006?

☐ Yes ☐ No → **Go to question 15**


7. Thinking about the tenure process in your department, how well do/did you understand...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the criteria for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the <u>research</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the <u>teaching</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...the <u>service</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...the <u>outreach</u> and <u>extension</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...the <u>clinical</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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

9. In setting a standard of excellence for tenure 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your divisional committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

10. In applying the standards for tenure 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your divisional committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

11. Regarding the tenure 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. Official mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. Other mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. Mentors at UW-Madison, outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. Mentors outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. Department feedback on your progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. Peers at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. Peers outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. Workshops?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. Websites?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Sample dossiers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

12. At any time since you started working at UW-Madison, have you had your tenure 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 tenure clock stopped or slowed?

Very unsupportive	Somewhat unsupportive	Neither unsupportive nor supportive	Somewhat supportive	Very supportive	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

14. What could be done to improve the tenure 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. 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 classes
a. ...how many classes primarily for undergraduate students did you teach?	
b. ...how many classes primarily for graduate or professional 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?	
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, etc.)	%
b. Meeting or communicating with students outside of class (office hours, advising, supervising research, writing letters of recommendation, etc.)	%
c. Scholarship or conducting research (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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...are you treated with respect by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...are you treated with respect by staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...are you treated with respect by your department chair?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...do you feel excluded from an informal network in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...do you do work that is not formally recognized by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...do you feel isolated in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...do you feel isolated on the UW campus overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how valued by your colleagues is your research and scholarship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ... how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ... how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...how well do you fit into your department or unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...do you have a voice in how resources are allocated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...do meetings allow all participants to share their views?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...do committee assignments rotate fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...does your department chair involve you in decision-making?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

27. At UW-Madison, 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, 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....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. In my department, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. In my department, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. In my school or college, the overall climate is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. In my school or college, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. In my school or college, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Commitment to diversity is demonstrated at the UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...meet with other mentors within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...meet with other mentors outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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

☐ Never ☐ 1 to 2 times ☐ 3 to 5 times ☐ More than 5 times

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how common is sexual harassment on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well do you know the steps to take if a person comes to you with a problem with sexual harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how effective is the process for resolving complaints about sexual harassment at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...with your career progression at the UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>
b. ...summer salary?	<input type="radio"/>	<input type="radio"/>
c. ...administrative responsibilities?	<input type="radio"/>	<input type="radio"/>
d. ...course load?	<input type="radio"/>	<input type="radio"/>
e. ...clinical load?	<input type="radio"/>	<input type="radio"/>
f. ...leave time?	<input type="radio"/>	<input type="radio"/>
g. ...special timing of tenure clock?	<input type="radio"/>	<input type="radio"/>
h. ...equipment, laboratory, or research startup?	<input type="radio"/>	<input type="radio"/>
i. ...employment for spouse or partner?	<input type="radio"/>	<input type="radio"/>
j. ...other? Please specify: _____	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. To improve your prospects for tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. To enhance your career in other ways?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. To find a more supportive work environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. To increase your time to do research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. To pursue a nonacademic job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. To reduce stress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. To address child-related issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. To improve the employment situation of your spouse or partner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. To lower your cost of living?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Retirement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. To adjust your clinical load?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
m. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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

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

41. Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources 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> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...to support your <u>teaching</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...to support your <u>clinical work</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...to support your <u>extension or outreach activities</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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.

APPENDIX 2: CT/CHS Faculty 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the department's effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the department faculty's efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="text"/>
b. ...how many additional colleagues in your department are potential research collaborators?	<input type="text"/>
c. ...how many colleagues <u>outside</u> your department do you collaborate with on research?	<input type="text"/>
d. ...how many additional colleagues <u>outside</u> your department are potential research collaborators?	<input type="text"/>


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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much is interdisciplinary research recognized and rewarded by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how interdisciplinary is your current research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how mainstream is your current research within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the <u>research</u> expectations for achieving promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the <u>teaching</u> expectations for achieving promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...the <u>service</u> expectations for achieving promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...the <u>outreach and extension</u> expectations for achieving promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...the <u>clinical</u> expectations for achieving promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how clearly are/were the criteria for promotion communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much are/were your other responsibilities reduced so you could build your research program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how supported do/did you feel in your advancement to promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how consistent are the messages you received from senior colleagues about the requirements for promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...how consistent are/were the criteria for promotion with the stated responsibilities of your position at the time of your hire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your school/college committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your school/college committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. Official mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. Other mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. Mentors at UW-Madison, outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. Mentors outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. Department feedback on your progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. Peers at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. Peers outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. Workshops?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. Websites?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Sample dossiers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="text"/>
b. ...how many courses primarily for graduate or professional students, including medical students, did you teach?	<input type="text"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...are you treated with respect by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...are you treated with respect by staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...are you treated with respect by your department chair?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...do you feel excluded from an informal network in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...do your department colleagues solicit your opinion about work-related matters, such as clinical advice, teaching, research, and/or service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...do you do work that is not formally recognized by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...do you feel isolated in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...do you feel isolated on the UW campus overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how valued by your colleagues is your research and scholarship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...how valued by your colleagues is your clinical practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ... how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ... how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...how well do you fit into your department or unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...do you have a voice in how resources are allocated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...do meetings allow all participants to share their views?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...do committee assignments rotate fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...does your department chair involve you in decision-making?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

27. At UW-Madison, 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, 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....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. In my department, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. In my department, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. In my school or college, the overall climate is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. In my school or college, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. In my school or college, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Commitment to diversity is demonstrated at the UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...meet with other mentors within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...meet with other mentors outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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

☐ Never ☐ 1 to 2 times ☐ 3 to 5 times ☐ More than 5 times

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how common is sexual harassment on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well do you know the steps to take if a person comes to you with a problem with sexual harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how effective is the process for resolving complaints about sexual harassment at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...with your career progression at the UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>
b. ...administrative responsibilities?	<input type="radio"/>	<input type="radio"/>
c. ...teaching load?	<input type="radio"/>	<input type="radio"/>
d. ...clinical load?	<input type="radio"/>	<input type="radio"/>
e. ...leave time?	<input type="radio"/>	<input type="radio"/>
f. ...special timing of promotion clock?	<input type="radio"/>	<input type="radio"/>
g. ...equipment, laboratory, or research funding?	<input type="radio"/>	<input type="radio"/>
h. ...employment for spouse or partner?	<input type="radio"/>	<input type="radio"/>
i. ...other? Please specify: _____	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. To improve your prospects for tenure or promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. To enhance your career in other ways?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. To find a more supportive work environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. To increase your time to do research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. To pursue a nonacademic job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. To reduce stress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. To address child-related issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. To improve the employment situation of your spouse or partner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. To lower your cost of living?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Retirement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. To adjust your clinical load?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
m. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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

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

41. Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources 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> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...to support your <u>teaching</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...to support your <u>clinical work</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...to support your <u>extension or outreach activities</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

42. How satisfied are you with your salary?

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

<input type="radio"/> African American or Black	<input type="radio"/> Caucasian or White
<input type="radio"/> Asian	<input type="radio"/> Native Hawaiian or other Pacific Islander
<input type="radio"/> American Indian or Alaskan Native	<input type="radio"/> Other; please explain: <input type="text"/>

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?

<input type="radio"/> Assistant Professor	<input type="radio"/> Associate Professor	<input type="radio"/> Professor
<input type="radio"/> Assistant Professor (CHS)	<input type="radio"/> Associate Professor (CHS)	<input type="radio"/> Professor (CHS)
<input type="radio"/> Clinical Assistant Professor	<input type="radio"/> Clinical Associate Professor	<input type="radio"/> Clinical Professor
<input type="radio"/> 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.

APPENDIX 3: Data Tables and Codebooks

**Table RR1. Response Rates by Demographic Characteristics,
SMPH Faculty Only**

	<u># in Sample</u>	<u># Responding</u>	<u>% Responding</u>
Total	1354	680	50.22%
Women	473	275	58.14%
Men	881	405	45.97%
Faculty of Color	143	61	42.66%
Majority Faculty	1147	591	51.53%
Non-US Citizen	76	38	50.00%
US Citizen	1278	642	50.23%
Assistant Rank	668	296	44.31%
Associate or Full Rank	686	384	55.98%
CT Faculty	462	198	42.86%
CHS Faculty	489	261	53.37%
Tenured/Tenure-Track Faculty	403	221	54.84%
Basic Science Department	162	93	57.41%
Clinical Department	1192	587	49.24%

Table RR2. Response Rates by Demographic Characteristics, by Gender
SMPH Faculty Only

	Women			Men		
	# in Sample	# Responding	% Responding	# in Sample	# Responding	% Responding
Women	473	275	58.14%			
Men				881	405	45.97%
Faculty of Color	54	29	53.70%	89	32	35.96%
Majority Faculty	400	235	58.75%	747	356	47.66%
Non-US Citizen	17	9	52.94%	59	29	49.15%
US Citizen	456	266	58.33%	822	376	45.74%
Assistant Rank	290	151	52.07%	378	145	38.36%
Associate or Full Rank	183	124	67.76%	503	260	51.69%
CT Faculty	199	97	48.74%	263	101	38.40%
CHS Faculty	172	114	66.28%	317	147	46.37%
Tenured/Tenure-Track Faculty	102	64	62.75%	301	157	52.16%
Basic Science Department	48	31	64.58%	114	62	54.39%
Clinical Department	425	244	57.41%	767	343	44.72%

**Table RR3. Response Rates by Demographic Characteristics, by Rank
SMPH Faculty Only**

	Assistant Rank			Associate or Full Rank		
	# in Sample	# Responding	% Responding	# in Sample	# Responding	% Responding
Assistant Rank	668	296	44.31%			
Associate or Full Rank				686	384	55.98%
Women	290	151	52.07%	183	124	67.76%
Men	378	145	38.36%	503	260	51.69%
Faculty of Color	90	36	40.00%	53	25	47.17%
Majority Faculty	526	234	44.49%	621	357	57.49%
Non-US Citizen	34	14	41.18%	42	24	57.14%
US Citizen	634	282	44.48%	644	360	55.90%
CT Faculty	357	143	40.06%	105	55	52.38%
CHS Faculty	217	107	49.31%	272	154	56.62%
Tenured/Tenure-Track Faculty	94	46	48.94%	309	175	56.63%
Basic Science Department	36	21	58.33%	126	72	57.14%
Clinical Department	632	275	43.51%	560	312	55.71%

**Table RR4. Response Rates by Demographic Characteristics, by Track
SMPH Faculty Only**

	CT Faculty			CHS Faculty			Tenured/Tenure-Track Faculty		
	# in Sample	# Responding	% Responding	# in Sample	# Responding	% Responding	# in Sample	# Responding	% Responding
CT Faculty	462	198	42.86%						
CHS Faculty				489	261	53.37%			
Tenured/Tenure-Track Faculty							403	221	54.84%
Women	199	97	48.74%	172	114	66.28%	102	64	62.75%
Men	263	101	38.40%	317	147	46.37%	301	157	52.16%
Faculty of Color	40	18	45.00%	52	20	38.46%	51	23	45.10%
Majority Faculty	390	168	43.08%	413	227	54.96%	344	196	56.98%
Non-US Citizen	11	4	36.36%	25	10	40.00%	40	24	60.00%
US Citizen	451	194	43.02%	464	251	54.09%	363	197	54.27%
Assistant Rank	357	143	40.06%	217	107	49.31%	94	46	48.94%
Associate or Full Rank	105	55	52.38%	272	154	56.62%	309	175	56.63%
Basic Science Department	NA			5	2	40.00%	157	91	57.96%
Clinical Department	NA			484	259	53.51%	246	130	52.85%

Table H1. Satisfaction with the Hiring Process, New Faculty Hired 2006-2010, SMPH 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?		Your start up package?**	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	189	3.66	(0.93)	3.69	(1.01)	3.87	(1.03)	3.83	(0.99)	3.65	(0.92)
Women	95	3.59	(0.89)	3.55	(1.07)	3.86	(1.09)	3.77	(0.97)	3.59	(1.10)
Men	94	3.72	(0.97)	3.84	(0.93)	3.88	(0.97)	3.88	(1.00)	3.71	(0.75)
Faculty of Color	23	3.78	(1.04)	4.00	(1.07)	4.05	(1.05)	4.08	(1.12)	3.86	(1.07)
Majority Faculty	165	3.63	(0.91)	3.64	(1.00)	3.84	(1.03)	3.79	(0.97)	3.62	(0.91)
Non-US Citizen	23	3.57	(0.59)	3.77	(0.81)	3.67	(1.35)	3.39	(1.33)	3.82	(0.87)
US Citizen	166	3.67	(0.97)	3.68	(1.04)	3.90	(0.98)	3.91	(0.89)	3.60	(0.95)
Assistant Rank	157	3.59	(0.93)	3.64	(1.02)	3.81	(1.07)	3.79	(1.01)	3.69	(0.96)
Associate or Full Rank	32	4.00	(0.84)	3.93	(0.94)	4.13	(0.81)	3.96	(0.89)	3.55	(0.82)
CT Faculty	59	3.59	(1.02)	3.69	(1.07)	3.76	(1.10)	3.69	(1.08)	NA	NA
CHS Faculty	85	3.64	(0.96)	3.58	(1.04)	3.92	(0.96)	3.84	(1.02)	NA	NA
Tenured/Tenure-Track Faculty	45	3.78	(0.74)	3.91	(0.84)	3.93	(1.06)	4.00	(0.79)	3.70	(0.90)
Basic Science Department	22	3.91	(0.68)	3.95	(0.80)	4.09	(1.02)	3.86	(0.91)	3.85	(0.75)
Clinical Department	167	3.62	(0.95)	3.66	(1.03)	3.84	(1.03)	3.82	(1.01)	3.50	(1.03)

* Significant difference at $p < .05$.

**This question was only asked of TT faculty; N=46.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table C1. Number of Collaborators, SMPH 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 Potential Collaborators at UW (not in Dept.)		Utilization of UW Collaborators (not in Dept.)	
		Mean	Std. Dev.	Mean	Std. Dev.	Percent	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Percent	Std. Dev.
Total	394	3.24	(2.83)	5.66	(7.22)	41.40%	(24.60)	4.25	(4.67)	10.48	(13.57)	35.38%	(23.32)
Women	131	2.51	(2.03) *	4.69	(6.03)	39.14%	(25.09)	3.53	(3.10) *	8.87	(12.18)	38.72%	(26.14)
Men	263	3.60	(3.09)	6.13	(7.70)	42.45%	(24.35)	4.61	(5.26)	11.27	(14.16)	33.73%	(21.68)
Faculty of Color	39	3.46	(2.81)	5.18	(5.63)	44.95%	(25.84)	4.08	(3.13)	8.58	(11.11)	40.88%	(25.52)
Majority Faculty	354	3.22	(2.84)	5.72	(7.41)	41.00%	(24.50)	4.27	(4.82)	10.74	(13.87)	34.63%	(22.96)
Non-US Citizen	33	3.88	(4.11)	5.72	(10.23)	41.57%	(16.53)	4.64	(6.00)	10.21	(13.84)	34.03%	(22.79)
US Citizen	361	3.18	(2.68)	5.66	(6.89)	41.38%	(25.29)	4.21	(4.54)	10.51	(13.57)	35.52%	(23.42)
Assistant Rank	118	3.15	(2.27)	5.49	(6.06)	39.64%	(21.16)	3.79	(4.02)	7.67	(8.44) *	37.42%	(21.65)
Associate or Full Rank	276	3.28	(3.04)	5.73	(7.66)	42.16%	(25.94)	4.45	(4.92)	11.71	(15.14)	34.47%	(24.03)
CT Faculty	17	2.47	(1.70)	6.86	(7.75)	30.79%	(25.33)	2.35	(2.50) *	4.00	(6.38) *	42.86%	(31.71)
CHS Faculty	160	3.56	(2.91)	6.87	(8.23) *	39.13%	(23.55)	3.61	(3.98) *	10.70	(15.45)	36.08%	(24.61)
Tenured/Tenure-Track Faculty	217	3.06	(2.82)	4.76	(6.31) *	43.68%	(25.06) *	4.87	(5.16) *	10.74	(12.69)	34.68%	(22.29)
Basic Science Department	92	2.58	(2.73) *	4.33	(5.93) *	37.89%	(23.86)	4.47	(5.00)	8.96	(9.77)	32.44%	(21.41)
Clinical Department	302	3.44	(2.83)	6.09	(7.56)	42.53%	(24.77)	4.19	(4.58)	11.02	(14.66)	36.46%	(23.95)

* Significant difference at $p < .05$.

Table C2. Satisfaction with Research Collaborations, SMPH Faculty Only

<i>Thinking about your research collaborations with UW-Madison faculty.....</i>											
		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	
	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	394	3.54	(1.12)	3.71	(1.01)	3.29	(1.15)	3.67	(1.02)	3.10	(1.12)
Women	131	3.39	(1.11)	3.64	(0.98)	3.21	(1.19)	3.64	(1.01)	2.85	(1.18) *
Men	263	3.61	(1.12)	3.75	(1.03)	3.33	(1.13)	3.68	(1.03)	3.22	(1.07)
Faculty of Color	38	3.68	(1.09)	3.76	(0.94)	3.35	(0.89)	3.78	(0.95)	3.14	(1.23)
Majority Faculty	355	3.52	(1.12)	3.70	(1.02)	3.27	(1.17)	3.66	(1.03)	3.10	(1.11)
Non-US Citizen	33	3.76	(1.15)	3.64	(1.19)	3.56	(1.11)	3.79	(0.93)	3.26	(0.77)
US Citizen	361	3.52	(1.12)	3.72	(0.99)	3.26	(1.15)	3.65	(1.03)	3.09	(1.14)
Assistant Rank	119	3.46	(1.04)	3.57	(1.01)	3.27	(1.11)	3.52	(1.02)	2.94	(0.96) *
Associate or Full Rank	275	3.57	(1.15)	3.77	(1.01)	3.29	(1.17)	3.73	(1.02)	3.17	(1.18)
CT Faculty	17	3.00	(1.46) *	3.44	(1.15)	3.13	(1.25)	3.41	(1.18)	3.00	(1.26)
CHS Faculty	160	3.41	(1.09)	3.37	(1.11) *	3.10	(1.09) *	3.39	(1.12) *	3.00	(1.07)
Tenured/Tenure-Track Faculty	218	3.67	(1.09) *	3.98	(0.84) *	3.43	(1.17) *	3.88	(0.88) *	3.18	(1.15)
Basic Science Department	93	3.87	(1.08) *	4.03	(0.88) *	3.60	(1.18) *	3.97	(0.93) *	3.30	(1.07) *
Clinical Department	302	3.43	(1.11)	3.61	(1.03)	3.19	(1.12)	3.57	(1.04)	3.04	(1.13)

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table C3. Strategies to Support UW-Madison Faculty Engaged in Interdisciplinary Research (Full Codebook), SMPH Faculty Only

Institutional Factors, Policies, Practices, Strategies		Financial Resource, Support and Opportunity Strategies	
Support Strategies	N	Support Strategies	N
Work on removing institutional impediments/barriers	3	Provide funding/money/grants for interdisciplinary research, programs, administration	22
Hire more faculty and staff with specific skills, expertise	2	Provide seed grants, start-up funds, pilot funds/grants	9
Improve ease of cross-departmental hires	1	More returns on overhead and indirect costs to faculty	1
Establish interdisciplinary graduate programs	1	Improved mechanisms for shared overhead, indirect and direct and costs, grants across boundaries	3
Create collaborative interdisciplinary research centers or institutes	3	Infrastructure improvements for expensive techniques	1
Strengthen or complete current interdisciplinary research centers or institutes	2	Provide funds for specific disciplinary interests	2
		Reduce cost of animal care	1
		Reduce cost of IRB	1
		Increase salaries, greater salary as an incentive; eliminate furlough	4
Clerical and Administrative Support, Strategies		Other Resource, Support, and Opportunity Strategies	
Support Strategies	N	Support Strategies	N
Secretarial support	1	Provide space, facilities	3
Support and assist in writing grants, preparing proposals, managing budgets	2	Provide more, support core facilities	3
Improved grant administration	1	Shared IT infrastructure	1
Streamline, improve, support IRB processes	3	Provide protected, release time, leave time	6
Reduce bureaucracy	1		
Department-specific Strategies		Tenure and Promotion Strategies	
Support Strategies	N	Support Strategies	N
Recognize, reward at the department level	1	Tenure and/or promotion concerns (general)	1
Reduce service load	1	Change tenure, promotion guidelines/standards to include interdisciplinary research; Clearly define how tenure criteria are applied	6
		Articulate the policies/preferences/criteria of the divisional committees, encourage their support of interdisciplinary research	2

Encouragement, Reward, and Recognition Strategies

Support Strategies	N
Reward, give recognition to those who do it, excel in this area; recognize the value/legitimacy of this work	6
Create, offer, increase incentives; use funds to encourage	3
Encourage a better climate that is respectful of all departments/faculty	2
Do not penalize/criticize those who do	2

Facilitate Networking and Collaboration, Specific Interdisciplinary Networking Strategies

Support Strategies	N
Provide forums for forming and maintaining relationships	6
Central resource/searchable database of research interests, equipment, skills, individuals	3
Advertise targeted funding opportunities/initiatives, inform about available infrastructure	2
Foster mentoring, interactions between junior and senior faculty	2
House people with similar interests together, keep everyone on main campus	1
Campus collaboration "fair"	1
Campus research symposia	1
Interdepartmental seminars	2
Monthly working groups organized around themes	1
Programs similar to TEAM for junior faculty	1

Miscellaneous

Support Strategies	N
Nothing additional needed, the process is fine, barriers are already low	8
This is not an institutional responsibility	1
Distinguish between interdisciplinary and collaborative	1

Teaching-related Strategies

Support Strategies	N
Protect time for cross-campus teaching	1
Reward teaching that produces/facilitates interdisciplinary research	1

Student-specific Strategies

Support Strategies	N
Graduate student funding, support	4
Eliminate, reduce, provide relief for tuition remission cost	2
Allow graduate students to bridge multiple labs/departments/faculty members	2

Criticism of current interdisciplinary opportunities, experiences (e.g., Already too much emphasis on interdisciplinary research, interdisciplinary research seems overrated, term is overused)	7
Some of what I do cannot be done on campus	1
Comments about the survey	1

Table TP1. Clarity of Tenure and Promotion Expectations, SMPH Faculty Only

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

	N	The criteria for achieving tenure/promotion?		The <u>research</u> expectations for achieving tenure/promotion?		The <u>teaching</u> expectations for achieving tenure/promotion?		The <u>service</u> expectations for achieving tenure/promotion?		The <u>outreach and extension</u> expectations for achieving tenure/promotion?		The <u>clinical</u> expectations for achieving tenure/promotion?	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	355	2.89	(1.11)	2.94	(1.19)	2.84	(1.08)	2.67	(1.10)	2.37	(1.15)	2.78	(1.12)
Women	173	2.71	(1.10) *	2.73	(1.16) *	2.70	(1.10) *	2.47	(1.14) *	2.20	(1.15) *	2.69	(1.14)
Men	182	3.06	(1.09)	3.13	(1.19)	2.98	(1.04)	2.86	(1.04)	2.54	(1.12)	2.87	(1.10)
Faculty of Color	42	3.02	(1.14)	3.24	(1.27)	3.02	(1.26)	2.74	(1.26)	2.54	(1.31)	2.76	(1.26)
Majority Faculty	313	2.87	(1.11)	2.89	(1.18)	2.81	(1.05)	2.66	(1.08)	2.35	(1.12)	2.78	(1.11)
Non-US Citizen	33	3.09	(1.04)	3.22	(1.18)	2.79	(0.82)	2.67	(1.02)	2.25	(1.14)	2.81	(1.08)
US Citizen	322	2.87	(1.12)	2.91	(1.19)	2.85	(1.10)	2.67	(1.11)	2.38	(1.15)	2.77	(1.13)
Assistant Rank	241	2.71	(1.03) *	2.76	(1.13) *	2.72	(1.02) *	2.55	(1.01) *	2.26	(1.04) *	2.67	(1.08) *
Associate or Full Rank	114	3.25	(1.18)	3.35	(1.24)	3.09	(1.17)	2.93	(1.26)	2.63	(1.33)	3.03	(1.18)
CT Faculty	144	2.22	(1.05) *	2.14	(1.09) *	2.29	(1.07) *	2.23	(1.13) *	2.09	(1.14) *	2.54	(1.24) *
CHS Faculty	132	3.07	(0.85) *	3.01	(0.91)	3.01	(0.90) *	2.75	(0.90)	2.52	(1.09)	3.05	(0.92) *
Tenured/Tenure-Track Faculty	80	3.81	(0.77) *	4.05	(0.73) *	3.51	(0.89) *	3.32	(1.03) *	2.65	(1.17) *	2.73	(1.11)
Basic Science Department	33	3.84	(0.81) *	3.97	(0.85) *	3.73	(0.88) *	3.56	(0.98) *	2.81	(1.13) *	2.83	(0.75)
Clinical Department	323	2.79	(1.09)	2.82	(1.17)	2.75	(1.06)	2.58	(1.08)	2.33	(1.14)	2.78	(1.13)

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table TP2. Satisfaction With Tenure and Promotion Processes, SMPH Faculty Only

<i>Thinking about the tenure and promotional processes in your department....</i>															
		How satisfied are/were you with the tenure/promotion process overall?		How clearly are/were the criteria for tenure/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 tenure/promotion?		How consistent are the messages you received from senior colleagues about the requirements for tenure/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 tenure/promotion?		How consistent are/were the criteria for tenure/promotion with the stated responsibilities of your position at the time of your hire?	
	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	321	2.87	(1.11)	2.82	(1.14)	2.39	(1.23)	3.01	(1.21)	2.85	(1.14)	2.90	(1.11)	2.88	(1.21)
Women	150	2.64	(1.05) *	2.59	(1.08) *	2.35	(1.21)	2.74	(1.17) *	2.59	(1.12) *	2.68	(1.09) *	2.65	1.18 *
Men	171	3.07	(1.13)	3.02	(1.16)	2.42	(1.25)	3.24	(1.21)	3.06	(1.12)	3.07	(1.09)	3.08	1.19
Faculty of Color	37	2.97	(1.10)	3.16	(1.14)	2.57	(1.40)	3.19	(1.27)	3.18	(1.19)	2.94	(1.00)	2.91	1.22
Majority Faculty	284	2.86	(1.12)	2.77	(1.13)	2.36	(1.21)	2.99	(1.21)	2.80	(1.13)	2.89	(1.12)	2.88	1.21
Non-US Citizen	30	3.24	(0.99)	2.97	(1.16)	3.09	(1.38) *	3.17	(1.34)	3.10	(1.21)	3.18	(1.06)	3.14	1.33
US Citizen	291	2.83	(1.12)	2.80	(1.14)	2.31	(1.20)	2.99	(1.20)	2.82	(1.14)	2.87	(1.11)	2.85	1.19
Assistant Rank	210	2.68	(1.04) *	2.63	(1.10) *	2.39	(1.23)	2.86	(1.17) *	2.76	(1.06)	2.70	(1.00) *	2.78	1.17
Associate or Full Rank	111	3.19	(1.17)	3.17	(1.14)	2.38	(1.24)	3.29	(1.25)	2.99	(1.26)	3.22	(1.19)	3.05	1.25
CT Faculty	121	2.34	(1.10) *	2.08	(1.04) *	1.39	(0.82) *	2.20	(1.14) *	2.18	(1.08) *	2.44	(1.14) *	2.29	1.17 *
CHS Faculty	123	2.92	(0.92)	3.07	(0.91) *	2.36	(1.08)	3.20	(0.95) *	2.91	(0.98)	2.91	(0.86)	2.90	1.03
Tenured/Tenure-Track Faculty	77	3.53	(1.02) *	3.58	(0.94) *	3.16	(1.14) *	3.87	(0.96) *	3.61	(0.95) *	3.53	(1.09) *	3.61	1.09 *
Basic Science Department	31	3.81	(0.83) *	3.73	(0.87) *	3.47	(1.14) *	4.07	(1.00) *	3.68	(0.87) *	3.80	(0.81) *	3.84	0.93 *
Clinical Department	291	2.76	(1.09)	2.73	(1.12)	2.23	(1.17)	2.90	(1.18)	2.75	(1.13)	2.79	(1.09)	2.77	1.18

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table TP3. Setting a Standard of Excellence, SMPH Faculty Only

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

	N	Your departmental executive committee?			Your divisional committee?	
		Mean	Std. Dev.		Mean	Std. Dev.
Total	200	2.92	(0.72)		3.15	(0.75)
Women	84	3.07	(0.77)	*	3.32	(0.74)
Men	116	2.81	(0.66)		3.03	(0.73)
Faculty of Color	30	2.87	(0.82)		3.08	(0.86)
Majority Faculty	170	2.93	(0.70)		3.16	(0.73)
Non-US Citizen	21	3.00	(0.84)		2.93	(0.70)
US Citizen	179	2.91	(0.71)		3.17	(0.75)
Assistant Rank	101	2.92	(0.70)		3.14	(0.83)
Associate or Full Rank	99	2.92	(0.74)		3.15	(0.66)
CT Faculty	59	2.81	(0.82)		2.81	(0.73)
CHS Faculty	71	3.00	(0.72)		3.22	(0.72)
Tenured/Tenure-Track Faculty	70	2.93	(0.62)		3.32	(0.72)
Basic Science Department	30	3.07	(0.52)		3.23	(0.61)
Clinical Department	170	2.89	(0.75)		3.14	(0.77)

* Significant difference at $p < .05$.

Scale response choices included "Too lax" (1), "Somewhat lax" (2), "Standard is just right" (3), "Somewhat severe" (4), and "Too severe" (5).

Table TP4. Applying Standards for Tenure and Promotion, SMPH Faculty Only

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

	N	Your departmental executive committee?			Your divisional committee?	
		Mean	Std. Dev.		Mean	Std. Dev.
Total	186	3.73	(0.85)		3.69	(0.90)
Women	78	3.56	(0.82)	*	3.54	(0.82)
Men	108	3.85	(0.85)		3.78	(0.94)
Faculty of Color	27	3.93	(0.78)		3.75	(0.90)
Majority Faculty	159	3.70	(0.86)		3.67	(0.90)
Non-US Citizen	19	3.95	(0.71)		4.00	(0.73)
US Citizen	167	3.71	(0.86)		3.65	(0.91)
Assistant Rank	88	3.63	(0.76)		3.67	(0.78)
Associate or Full Rank	98	3.83	(0.91)		3.70	(1.00)
CT Faculty	54	3.52	(0.95)	*	3.55	(0.95)
CHS Faculty	66	3.58	(0.80)		3.62	(0.72)
Tenured/Tenure-Track Faculty	66	4.06	(0.70)	*	3.84	(1.02)
Basic Science Department	25	4.36	(0.57)	*	4.14	(1.01)
Clinical Department	161	3.63	(0.84)		3.61	(0.86)

* Significant difference at $p < .05$.

Scale response choices included "Always arbitrary" (1), "Mostly arbitrary" (2), "Sometimes arbitrary, sometimes fair" (3), "Mostly fair" (4), and "Always fair" (5).

Table TP5. Usefulness of Tenure and Promotion Information Sources, SMPH Faculty Only

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

	N	Your department chair?		Official mentors at UW-Madison, within your department?		Other mentors at UW-Madison, within your department?		Mentors at UW-Madison, outside your department?		Mentors outside UW-Madison?		Department feedback on your progress?		Peers at UW-Madison?		Peers outside UW-Madison?		Workshops?		Websites?		Sample dossiers?		Other information sources?	
		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	297	2.75	(1.31)	3.27	(1.25)	2.98	(1.28)	2.69	(1.42)	2.29	(1.29)	2.68	(1.19)	2.81	(1.21)	2.18	(1.17)	2.22	(1.22)	2.00	(1.11)	2.71	(1.36)	3.44	(1.54)
Women	142	2.51	(1.26) *	3.10	(1.32) *	2.79	(1.28) *	2.64	(1.44)	2.39	(1.38)	2.52	(1.16)	2.69	(1.24)	2.14	(1.21)	2.24	(1.27)	1.96	(1.13)	2.62	(1.39)	3.80	(1.23)
Men	155	2.97	(1.32)	3.42	(1.17)	3.14	(1.26)	2.74	(1.40)	2.20	(1.20)	2.81	(1.20)	2.94	(1.17)	2.22	(1.15)	2.20	(1.19)	2.03	(1.09)	2.79	(1.34)	3.00	(1.85)
Faculty of Color	33	3.33	(1.41) *	3.61	(1.12)	2.94	(1.32)	3.22	(1.34) *	2.48	(1.24)	3.30	(1.15) *	2.94	(1.12)	2.36	(1.22)	2.40	(1.10)	2.52	(1.08) *	2.88	(1.41)	4.00	NA
Majority Faculty	264	2.67	(1.28)	3.23	(1.26)	2.98	(1.28)	2.62	(1.42)	2.26	(1.30)	2.60	(1.18)	2.80	(1.22)	2.16	(1.17)	2.20	(1.24)	1.93	(1.10)	2.69	(1.36)	3.41	(1.58)
Non-US Citizen	28	2.93	(1.25)	3.30	(1.27)	3.15	(1.12)	2.77	(1.38)	2.47	(1.22)	2.84	(1.14)	3.13	(1.18)	2.38	(1.12)	2.64	(1.26)	2.48	(1.16) *	3.29	(1.20) *	3.50	(0.71)
US Citizen	269	2.73	(1.32)	3.27	(1.25)	2.96	(1.30)	2.68	(1.43)	2.27	(1.30)	2.66	(1.20)	2.79	(1.21)	2.16	(1.18)	2.17	(1.21)	1.93	(1.09)	2.63	(1.37)	3.44	(1.63)
Assistant Rank	186	2.72	(1.25)	3.33	(1.25)	2.95	(1.26)	2.67	(1.42)	2.27	(1.24)	2.65	(1.11)	2.74	(1.17)	2.21	(1.14)	2.33	(1.17)	2.11	(1.10)	2.54	(1.33)	3.00	(1.41)
Associate or Full Rank	111	2.80	(1.41)	3.17	(1.26)	3.04	(1.33)	2.74	(1.43)	2.32	(1.37)	2.72	(1.32)	2.94	(1.27)	2.14	(1.24)	2.05	(1.29)	1.83	(1.11)	2.91	(1.37)	3.80	(1.62)
CT Faculty	101	2.22	(1.34) *	2.35	(1.32) *	2.21	(1.32) *	1.59	(1.01) *	1.58	(0.94) *	1.95	(1.10) *	2.10	(1.19) *	1.66	(1.00) *	1.48	(0.81) *	1.45	(0.86) *	1.97	(1.22) *	3.11	(1.76)
CHS Faculty	118	2.90	(1.12)	3.61	(0.95) *	3.25	(1.07) *	2.79	(1.39)	2.39	(1.24)	2.90	(0.95) *	3.05	(1.03) *	2.26	(1.24)	2.32	(1.13)	2.25	(1.26) *	2.65	(1.26)	3.40	(1.52)
Tenured/Tenure-Track Faculty	79	3.20	(1.32) *	3.76	(1.03) *	3.49	(1.11) *	3.55	(1.09) *	2.83	(1.34) *	3.22	(1.21) *	3.37	(1.04) *	2.67	(1.04) *	2.85	(1.28) *	2.25	(0.94) *	3.52	(1.13) *	4.25	(0.96)
Basic Science Department	33	3.63	(1.13) *	4.00	(0.87) *	3.65	(1.05) *	3.57	(1.04) *	2.85	(1.22) *	3.48	(1.15) *	3.63	(0.93) *	2.69	(0.89) *	2.97	(1.18) *	2.14	(0.93)	3.21	(1.18) *	3.50	(0.71)
Clinical Department	265	2.64	(1.29)	3.17	(1.26)	2.89	(1.28)	2.56	(1.42)	2.20	(1.28)	2.58	(1.16)	2.71	(1.20)	2.11	(1.19)	2.09	(1.19)	1.97	(1.14)	2.63	(1.37)	3.44	(1.63)

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

**Table TP6. Other Sources of Tenure and Promotion Process Information, SMPH Faculty Only
(Full Codebook)**

University Individual or Group		Miscellaneous	
Other Information Sources		Other Information Sources	
Named individual (unspecified title)	1	Common sense	1
Department chair annual meetings	1	Peers outside of UW	1
Mentor	1	Conferences or programs on promotion	1
Department or office staff, non-faculty	4	Not yet promoted	1
Divisional committee, committee members	2		
Written Materials			
Other Information Sources			
Tenure document	1		
Hiring contract	1		
Promotion handout	1		

Table TP7. Tenure and Promotion Clock Stoppage, SMPH Faculty Only

	N	Have you slowed/stopped your tenure/promotion clock?			<i>If yes....</i> How supportive was your department?	
		Percent	Std. Dev.		Mean	Std. Dev.
Total	284	14.06%	(34.81)		4.28	(1.11)
Women	189	17.99%	(38.51)	*	4.22	(1.10)
Men	195	10.26%	(30.42)		4.39	(1.14)
Faculty of Color	46	10.87%	(31.47)		3.80	(1.10)
Majority Faculty	337	14.54%	(35.30)		4.33	(1.11)
Non-US Citizen	351	9.09%	(29.19)		4.33	(1.15)
US Citizen	33	14.53%	(35.29)		4.28	(1.12)
Assistant Rank	268	13.43%	(34.16)		4.11	(1.21)
Associate or Full Rank	116	15.52%	(36.36)		4.67	(0.72)
CT Faculty	168	0.00%	(0.00)	*	NA	NA
CHS Faculty	136	21.32%	(41.11)	*	4.08	(1.19)
Tenured/Tenure-Track Faculty	80	31.25%	(46.64)	*	4.48	(1.00)
Basic Science Department	33	39.39%	(49.62)	*	4.46	(1.05)
Clinical Department	351	11.68%	(32.17)		4.22	(1.13)

* Significant difference at $p < .05$.

Scale response choices included "Very unsupportive" (1), "Somewhat unsupportive" (2), "Neither unsupportive nor supportive" (3), "Somewhat supportive" (4), and "Very supportive" (5).

Table TP8. Strategies to Improve the Tenure and Promotion Process for Junior Faculty, SMPH Faculty Only (Full Codebook)

Department-specific Strategies		Mentorship, Mentor Committee Programs and Processes	
Improvement Strategies	N	Improvement Strategies	N
Good, ethical department chairs; specified role and expectations for chair	9	Mentoring, mentoring committees (general)	31
Ensure that department committee does job completely, ethically, in advance of reviews	1	Deeper/more effective/improved/systematic mentoring, committee; increased training	16
Consistent departmental committee, chair representation	1	Regularly scheduled, formal mentoring/committee meetings and	10
Step-by-step outline/guideline/timeline/ communication of the process	12	Mentor committees have improved	1
More support/opportunities for collaborations within the department	1	Supplement the committee with mentors, faculty members from outside the department	5
External review, accountability of departmental processes	2	Better, more critical mentor feedback in annual review	1
Consistent guidance/feedback from department and its members	1	Have individual mentor review goal sets	1
More, more frequent feedback on progress/performance	16	accomplishing the mentoring goals; concrete guidance	1
Identify departmental contact, promotion coordinator	2	Communication, cooperation between mentor committee, divisional committee	1
Review the process in quarterly department meetings	1	More female mentors	1
Consistency, communication between divisional and departmental levels; intra-divisional consistency	2		
Divisional-specific Strategies		Teaching-specific Strategies	
Improvement Strategies	N	Improvement Strategies	N
Clear, consistent, expectations/criteria, fair/objective application at divisional level	1	Specify/communicate clear, consistent, realistic teaching expectations	4
Consistency, communication between divisional and departmental levels; intra-divisional consistency	1	Remove/reduce teaching requirement(s)/load; course release	2
Better educate divisional committees	1	Change distribution of teaching responsibilities according to tenure status	1
Educate divisional committees on interdisciplinary cases	1	Provide teaching opportunities, time to meet teaching expectations	3
		Recognize teaching work, contributions	2
Criteria, Expectations, Standards and their Application		Clinical Practice Strategies	
Improvement Strategies	N	Improvement Strategies	N
Make criteria/policies/expectations/ milestones/processes clear, standardized, stable; apply consistently to all candidates; recognize disciplinary differences	75	Recognize the impact of clinical service, more credit for clinical contribution	11

Realistic or achievable standards, criteria, expectations	5	Align job expectations with criteria in clinical departments	1
Emphasize quality over quantity; make process rigorous	1	Reduce clinical load or responsibilities	4
Requirements should be proportional to the percentage of each appointment component	1	Increase awareness of the issues facing the clinician scientist	2
Remove perceived arbitrariness, unfairness, mystery; personal or political biases	3	A separate process is needed for clinical faculty	1
Make it humane, remove hazing, intimidation, anxiety, stress	1	Income incentives for clinical faculty who see patients detracts from research	1
Ensure that faculty read and review tenure standards, attend meetings to learn criteria	2	Clearly define clinical, referral expectations	2
Identify/explain available promotional paths, how to change tracks	6		
More/better communication, increase awareness, make information more readily available/accessible	14		
Share criteria/process/timeline early in appointment, at time of hire	21		
More explicit connections between performance evaluations and promotion criteria	1		

Research-specific Strategies		Procedural, Practical, Logistical Strategies	
Improvement Strategies	N	Improvement Strategies	N
Make research and publication expectations/guidelines explicitly clear; apply consistently; communicate early on	6	Host workshops/retreats on the process, orientation	6
Better recognize contributions outside research, recognize value of clinical/translational/interdisciplinary/community research	2	Standardized dossier/procedures to keep track of progress, organize and submit documents; less paperwork	7
Increase or provide adequate research funds, support, establish program	1	Provide sample dossiers from different faculty members (e.g., successful and failed cases, variety of examples)	7
Allow leave time for writing, research specifically	6	Provide information about why some faculty do/do not get tenure; contact with	1
Assess number of publications differently depending on type of research	1	More administrative support and information (e.g., budgeting, staff management, grants, production)	3
Recognize, support collaborative contributions and publications	1	Time management suggestions	1
		Remove/reduce administrative expectations	1
		Publish tenure and promotion rates each year	1
		Provide more protected time	6
		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

Service-specific Strategies		Resources and Funding Strategies	
Improvement Strategies	N	Improvement Strategies	N
Clear, consistent articulation of service expectations	1	Provide resources, lab space, equipment, support	6
Reduce service load	3	Awareness of difficulty in obtaining grants, funding (e.g., conditions at NIH)	2
Recognize the contribution of service/program work	1	Define/delineate clinical versus other income	2
Leave Policies and Implementation		Tenure Clock Policies and Strategies	
Improvement Strategies	N	Improvement Strategies	N
Account for family needs	1	Extend tenure clock, lengthen the process	2
		Stopping clock should not be mandatory	1
		Extensions perceived to be unfair to those who are ineligible	1
Miscellaneous			
Improvement Strategies and Other Comments	N		
Not applicable	5		
Illegible	2		
Concerns about survey question wording, format, depth	2		
Satisfied with the process, adequate	15		
Hard to say, not sure, unsure of benefits of doing so	10		
Things have improved, will continue to improve	3		
Phase out/eliminate tenure; tenure is a distraction	2		
Separate tenure from promotion	1		
Have not yet been reviewed, new to the institution	9		
Tenured as part of hiring package, soon after hire	1		
Negative comments about department, faculty, committee, process, criteria	10		
Not in a position eligible for promotion	9		
Promotion has never been discussed, I am unaware of promotion process, have no idea how the process works	12		
Make CHS track faculty eligible for tenure	2		
Process is neglected/inadequate/different for Clinical/CHS educators	3		
Vested interest in promotion of junior faculty	1		
Process will always be a work in progress, specific circumstances individualize the process	1		

Table W1. Number of Classes Taught, SMPH 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	624	0.37	(1.83)		1.68	(4.69)	
Women	250	0.28	(1.16)		1.00	(1.72)	*
Men	374	0.44	(2.16)		2.13	(5.85)	
Faculty of Color	59	0.63	(1.99)		3.07	(8.43)	
Majority Faculty	566	0.35	(1.81)		1.54	(4.10)	
Non-US Citizen	41	0.74	(2.46)		1.54	(2.51)	
US Citizen	586	0.35	(1.78)		1.69	(4.81)	
Assistant Rank	245	0.21	(0.77)	*	1.16	(3.12)	*
Associate or Full Rank	387	0.48	(2.26)		2.00	(5.41)	
CT Faculty	176	0.10	(0.71)	*	0.49	(1.00)	*
CHS Faculty	245	0.18	(0.75)	*	1.51	(3.36)	
Tenured/Tenure-Track Faculty	210	0.84	(2.97)	*	2.84	(6.99)	*
Basic Science Department	91	1.20	(4.07)	*	2.78	(6.93)	
Clinical Department	536	0.24	(1.03)		1.49	(4.17)	

* Significant difference at $p < .05$.

Table W2. Clinical Teaching, SMPH 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 week)?		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	672	62.95%	(48.33)	2.84	(3.91)	51.58%	(50.01)	17.71	(18.25)
Women	270	64.44%	(47.96)	2.56	(3.56)	51.88%	(50.06)	14.19	(16.23) *
Men	402	61.94%	(48.61)	3.05	(4.15)	51.38%	(50.04)	20.01	(19.15)
Faculty of Color	68	63.24%	(48.57)	2.29	(1.81)	48.53%	(50.35)	18.24	(16.65)
Majority Faculty	603	62.85%	(48.36)	2.90	(4.07)	52.01%	(50.00)	17.66	(18.42)
Non-US Citizen	43	34.88%	(48.22) *	3.57	(5.09)	36.59%	(48.77) *	10.07	(12.46)
US Citizen	629	64.86%	(47.78)	2.82	(3.87)	52.56%	(49.97)	18.07	(18.41)
Assistant Rank	263	65.02%	(47.78)	2.70	(4.13)	53.10%	(50.00)	15.12	(16.90) *
Associate or Full Rank	409	61.61%	(48.69)	2.94	(3.76)	50.61%	(50.06)	19.41	(18.93)
CT Faculty	193	72.02%	(45.01) *	2.72	(4.37)	44.04%	(49.77) *	11.34	(15.74) *
CHS Faculty	259	77.22%	(42.02) *	3.00	(3.14)	75.10%	(43.33) *	20.13	(18.80) *
Tenured/Tenure-Track Faculty	220	38.18%	(48.69) *	2.68	(4.71)	30.23%	(46.03) *	19.23	(18.05)
Basic Science Department	93	1.08%	(10.37) *	1.00	(1.73)	3.41%	(18.25) *	15.80	(21.00)
Clinical Department	579	72.88%	(44.49)	2.86	(3.92)	58.93%	(49.24)	17.74	(18.24)

* Significant difference at $p < .05$.

Table W3. Academic Advising, SMPH 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	627	1.20	(3.75)	3.06	(6.59)	4.20	(8.16)	2.58	(5.31)
Women	252	0.88	(2.74)	2.67	(5.62)	3.33	(6.80) *	2.17	(4.23)
Men	375	1.42	(4.29)	3.32	(7.17)	4.78	(8.92)	2.86	(5.93)
Faculty of Color	63	1.32	(2.67)	3.57	(7.95)	4.38	(7.36)	2.86	(4.87)
Majority Faculty	563	1.19	(3.84)	3.00	(6.44)	4.18	(8.26)	2.55	(5.37)
Non-US Citizen	42	1.73	(2.09)	3.10	(3.70)	3.17	(4.30)	2.34	(4.14)
US Citizen	585	1.17	(3.83)	3.05	(6.74)	4.27	(8.36)	2.59	(5.39)
Assistant Rank	248	0.74	(1.90) *	2.44	(5.76) *	3.17	(6.20) *	1.63	(3.67) *
Associate or Full Rank	381	1.50	(4.53)	3.47	(7.07)	4.86	(9.15)	3.23	(6.11)
CT Faculty	178	0.26	(1.50) *	1.90	(5.67) *	2.72	(5.99) *	0.84	(2.61) *
CHS Faculty	240	0.51	(1.80) *	3.19	(7.13)	5.71	(10.26) *	2.41	(4.98)
Tenured/Tenure-Track Faculty	210	2.77	(5.70) *	3.89	(6.60) *	3.70	(6.64)	4.27	(6.74) *
Basic Science Department	91	3.08	(7.31) *	4.30	(3.68) *	1.51	(1.79) *	4.91	(6.62) *
Clinical Department	541	0.89	(2.62)	2.84	(6.95)	4.62	(8.68)	2.19	(4.96)

* Significant difference at $p < .05$.

Table W4. Formal and Ad-Hoc Committee Service, SMPH 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	653	1.81	(1.92)		1.83	(2.13)		1.65	(2.45)	
Women	265	1.58	(1.64)	*	1.35	(1.81)	*	1.12	(1.67)	*
Men	389	1.97	(2.08)		2.14	(2.27)		2.01	(2.81)	
Faculty of Color	67	1.54	(2.12)		1.78	(2.17)		2.05	(2.80)	
Majority Faculty	585	1.85	(1.90)		1.83	(2.13)		1.61	(2.41)	
Non-US Citizen	41	1.78	(2.04)		1.74	(2.20)		1.97	(2.93)	
US Citizen	612	1.82	(1.91)		1.83	(2.13)		1.63	(2.41)	
Assistant Rank	252	1.11	(1.29)	*	0.97	(1.25)	*	0.73	(1.39)	*
Associate or Full Rank	401	2.26	(2.11)		2.36	(2.38)		2.22	(2.77)	
CT Faculty	190	0.91	(1.23)	*	1.31	(1.72)	*	0.46	(1.02)	*
CHS Faculty	246	1.89	(1.82)		1.68	(2.07)		1.59	(2.46)	
Tenured/Tenure-Track Faculty	217	2.52	(2.20)	*	2.44	(2.37)	*	2.70	(2.80)	*
Basic Science Department	93	2.04	(1.55)		1.92	(1.57)		1.92	(2.31)	
Clinical Department	560	1.78	(1.97)		1.81	(2.21)		1.60	(2.47)	

* Significant difference at $p < .05$.

Table W5. Academic Productivity, SMPH 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	649	2.68	(3.73)	2.54	(3.97)	0.05	(0.32)	0.09	(0.58)	0.69	(1.39)	0.51	(1.70)	1.53	(2.34)
Women	258	1.84	(2.58) *	1.77	(3.19) *	0.03	(0.21)	0.03	(0.19) *	0.50	(1.23) *	0.48	(1.54)	1.31	(2.15)
Men	391	3.24	(4.24)	3.04	(4.34)	0.06	(0.37)	0.13	(0.73)	0.82	(1.48)	0.53	(1.82)	1.68	(2.45)
Faculty of Color	64	3.39	(5.48)	2.74	(3.09)	0.19	(0.59)	0.13	(0.49)	0.84	(1.70)	0.50	(0.96)	2.16	(2.59) *
Majority Faculty	584	2.60	(3.49)	2.52	(4.06)	0.04	(0.28)	0.08	(0.59)	0.67	(1.36)	0.52	(1.76)	1.47	(2.31)
Non-US Citizen	41	3.85	(3.74) *	3.59	(5.53)	0.03	(0.16)	0.03	(0.17)	1.16	(1.62) *	0.35	(1.06)	2.72	(2.97) *
US Citizen	609	2.60	(3.72)	2.47	(3.84)	0.05	(0.33)	0.93	(0.60)	0.66	(1.37)	0.52	(1.73)	1.45	(2.27)
Assistant Rank	252	1.65	(2.48) *	1.63	(2.82) *	0.03	(0.21)	0.02	(0.16) *	0.43	(0.94) *	0.32	(1.34) *	1.31	(2.25)
Associate or Full Rank	397	3.33	(4.21)	3.11	(4.46)	0.07	(0.38)	0.14	(0.73)	0.86	(1.60)	0.66	(1.92)	1.67	(2.39)
CT Faculty	182	0.34	(1.06) *	0.26	(0.81) *	0.01	(0.11) *	0.01	(0.11) *	0.09	(0.39) *	0.13	(0.65) *	0.06	(0.24) *
CHS Faculty	248	2.00	(2.41) *	2.15	(3.11) *	0.00	(0.00) *	0.03	(0.24) *	0.61	(1.35)	0.67	(1.80)	1.02	(1.64) *
Tenured/Tenure-Track Faculty	219	5.40	(4.62) *	4.86	(5.04) *	0.14	(0.54) *	0.22	(0.96) *	1.30	(1.72) *	0.77	(2.30)	3.21	(2.80) *
Basic Science Department	93	4.54	(2.80) *	4.54	(5.11) *	0.08	(0.36)	0.05	(0.26)	0.66	(0.91)	0.38	(0.81)	3.25	(2.47) *
Clinical Department	556	2.37	(3.78)	2.21	(3.65)	0.04	(0.31)	0.10	(0.62)	0.70	(1.46)	0.53	(1.79)	1.23	(2.18)

* Significant difference at $p < .05$.

**Table W6. Other Scholarly and Creative Works Submitted, SMPH Faculty Only
(Full Codebook)**

Technology Products		Technical and Scientific Materials	
Other Work	N	Other Work	N
Computer and software packages/programs	2	Patents, patent applications	3
		Research and program proposals (non-grant)	1
Scholarly Publications, Presentations,		Educational Materials and Publications	
Other Work	N	Other Work	N
Reviews, review articles	8	Training courses, manuals	1
Monograph	2	CME activities, curricula, materials	2
Book reviews	1	Workshops	4
Editor reviews and introductions, editor work	1	Web-based teaching materials (modules, tutorials, books)	1
Abstracts	6	Curricula development	3
Methods review	1	Courses	1
		CME activities, materials	1
		Educational visual materials (Video, non-web based)	1
		Grand rounds presentations	2
		Performance improvement activities and education	1
Policy Materials		Conference and Meeting Presentations, Materials	
Other Work	N	Other Work	N
Strategic plans	3	Invited presentation	1
Standards documents, guidelines	3	Poster	9
Testimony, court briefs, legal information	1	Presentations, talks, lectures	9
Advisory materials	1	Organized conference, meeting, symposium	2
IRB projects and activities	1	Program proposals	1
Other Publications and Contributions		Professional Activities, Resulting Products	
Other Work	N	Other Work	N
Online/web-based publications (e.g., websites, blogs)	3	CAE	1
Opinion, editorial, commentary, perspective pieces	9	Thesis	1
Newspaper, bulletin, newsletter items	1	Inservice Exam	1
Reference, encyclopedia works	1		
Government reports, supplements, newsletters	1		
Magazines	1		
Non-peer reviewed materials	2		

Table W7. Hours in a Typical Work Week, SMPH Faculty Only

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

	N	Mean	Std. Dev.	
Total	654	54.50	(15.30)	
Women	260	51.36	(16.20)	*
Men	394	56.57	(14.32)	
Faculty of Color	66	56.39	(12.93)	
Majority Faculty	587	54.27	(15.55)	
Non-US Citizen	42	53.19	(12.21)	
US Citizen	612	54.58	(15.49)	
Assistant Rank	248	52.15	(16.73)	*
Associate or Full Rank	406	55.93	(14.18)	
CT Faculty	189	47.42	(17.86)	*
CHS Faculty	252	56.17	(14.06)	*
Tenured/Tenure-Track Faculty	213	58.78	(11.72)	*
Basic Science Department	88	56.39	(9.23)	
Clinical Department	566	54.20	(16.02)	

* Significant difference at $p < .05$.

Table W8. Academic Productivity, SMPH 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		Meeting with students		Scholarship/Research		Administrative		Committee work		External consulting		Clinical work		Extension/Outreach		Other work-related activities	
		%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.	%	Std. Dev.
Total	665	11.84%	(13.59)	5.51%	(9.11)	16.67%	(22.07)	11.44%	(15.44)	3.82%	(5.16)	0.96%	(5.92)	46.02%	(34.17)	1.88%	(6.23)	1.88%	(9.22)
Women	267	12.08%	(14.98)	4.33%	(7.25)	16.15%	(23.03)	9.47%	(14.88)	3.50%	(5.22)	0.81%	(7.23)	50.46%	(34.68)	1.67%	(7.12)	1.58%	(8.65)
Men	398	11.68%	(12.59)	6.30%	(10.11)	17.02%	(21.42)	12.76%	(15.69)	4.03%	(5.11)	1.06%	(4.86)	43.05%	(33.55)	2.02%	(5.57)	2.08%	(9.59)
Faculty of Color	69	9.70%	(7.80)	5.07%	(6.21)	18.23%	(24.05)	8.55%	(9.86)	3.22%	(4.22)	0.58%	(2.13)	50.49%	(33.63)	2.49%	(5.41)	1.68%	(6.55)
Majority Faculty	595	12.10%	(14.10)	5.57%	(9.40)	16.50%	(21.86)	11.79%	(15.95)	3.89%	(5.26)	1.01%	(6.22)	45.45%	(34.23)	1.81%	(6.33)	1.91%	(9.49)
Non-US Citizen	42	9.33%	(7.65)	12.07%	(14.79)	29.57%	(26.37)	8.67%	(11.00)	3.52%	(4.35)	0.43%	(1.33)	32.21%	(36.90)	2.55%	(9.43)	1.69%	(3.83)
US Citizen	623	12.01%	(13.89)	5.07%	(8.43)	15.80%	(21.49)	11.63%	(15.69)	3.84%	(5.21)	1.00%	(6.11)	46.96%	(33.81)	1.84%	(5.97)	1.89%	(9.47)
Assistant Rank	262	11.32%	(14.73)	3.84%	(8.01)	13.64%	(21.31)	7.42%	(10.85)	2.31%	(3.72)	0.56%	(4.50)	56.62%	(33.53)	2.03%	(8.04)	2.29%	(11.45)
Associate or Full Rank	403	12.18%	(12.80)	6.60%	(9.62)	18.65%	(22.35)	14.06%	(17.33)	4.79%	(5.70)	1.22%	(6.68)	39.14%	(32.84)	1.79%	(4.71)	1.62%	(7.42)
CT Faculty	194	9.51%	(15.80)	0.91%	(2.24)	1.22%	(2.64)	7.69%	(15.26)	1.64%	(3.32)	0.64%	(6.00)	75.30%	(26.72)	1.56%	(7.10)	1.57%	(10.79)
CHS Faculty	255	13.83%	(14.54)	3.56%	(6.75)	10.07%	(14.20)	12.43%	(15.28)	3.24%	(3.92)	1.14%	(7.64)	50.95%	(24.68)	2.43%	(6.94)	2.41%	(10.31)
Tenured/Tenure-Track Faculty	216	11.60%	(9.32)	11.94%	(11.53)	38.36%	(22.80)	13.64%	(15.27)	6.45%	(6.51)	1.04%	(2.63)	13.91%	(20.21)	1.52%	(4.16)	1.54%	(5.64)
Basic Science Department	92	15.04%	(10.64)	16.65%	(13.31)	42.84%	(19.87)	11.84%	(12.52)	7.47%	(7.12)	1.34%	(3.37)	1.41%	(8.43)	1.53%	(3.59)	1.89%	(6.97)
Clinical Department	573	11.33%	(13.95)	3.72%	(6.71)	12.47%	(19.36)	11.38%	(15.87)	3.23%	(4.51)	0.90%	(6.24)	53.19%	(31.19)	1.94%	(6.56)	1.88%	(9.54)

* Significant difference at $p < .05$.

Table W9. Other Work-Related Activities, SMPH Faculty Only (Full Codebook)

Service		Campus Activities	
Other Work	N	Other Work	N
Professional organization/society service	2	Departmental meetings	1
IRB service	1	General meetings	1
Government agency service (state or federal)	1		
External Relationships		Research and Collaboration	
Other Work	N	Other Work	N
Lectures	1	Managing collaboration, cross-disciplinary research	1
Medical director, external facility	2	Producing specific products for others to use in their research	1
		Research activities (general)	10
		Clinical research	3
		Research design	1
Grants Activities		Peer Relationships	
Other Work	N	Other Work	N
Grant writing and application	3	Mentoring junior faculty/peers	1
Grant reviewing	5	Supervision	3
Grant administration	1		
Fund raising	1		
Academic Product Preparation		Internal and Lab Management	
Other Work	N	Other Work	N
Manuscript (peer) review	10	General lab work	1
Editor/editorial board	1	Animal care	1
		"Trash duties" (infection control, biomedical safety)	1
Administrative and Clerical Work		Clinical Care	
Other Work	N	Other Work	N
Email	2	Clinical patient care	2
Time reports, effort certification	1	Practice improvement	2
General clerical/secretarial/administrative	1	Coordinating clinical services	1
Paperwork	1	Non-patient clinical work (public health)	1
Bureaucracy	1	Hospice	1
Electronic medical records	1		
Editing dictations	1		
Miscellaneous			
Other Work	N		
General (nonspecific) miscellaneous	1		
Checked the item, did not provide open-ended data	2		

Table W10. Reasonableness of Workload, SMPH Faculty Only

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

	N	Mean	Std. Dev.	
Total	657	3.59	(0.64)	
Women	261	3.64	(0.63)	
Men	396	3.56	(0.64)	
Faculty of Color	66	3.61	(0.70)	
Majority Faculty	590	3.59	(0.63)	
Non-US Citizen	41	3.44	(0.55)	
US Citizen	616	3.60	(0.64)	
Assistant Rank	258	3.50	(0.61)	*
Associate or Full Rank	399	3.65	(0.64)	
CT Faculty	191	3.47	(0.62)	*
CHS Faculty	250	3.64	(0.65)	
Tenured/Tenure-Track Faculty	216	3.64	(0.62)	
Basic Science Department	91	3.56	(0.60)	
Clinical Department	566	3.60	(0.64)	

* Significant difference at $p < .05$.

Scale response choices included "Much too light" (1), "Too light" (2), "Just right" (3), "Too heavy" (4), and "Much too heavy" (5).

Table DC1. Treated With Respect, SMPH 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	673	4.47	(0.72)	4.67	(0.54)	4.63	(0.59)	4.30	(0.97)
Women	271	4.34	(0.82) *	4.64	(0.56)	4.53	(0.66) *	4.24	(1.00)
Men	402	4.55	(0.63)	4.70	(0.52)	4.69	(0.53)	4.34	(0.95)
Faculty of Color	70	4.43	(0.75)	4.52	(0.61) *	4.42	(0.72) *	4.19	(1.00)
Majority Faculty	602	4.47	(0.72)	4.69	(0.53)	4.65	(0.57)	4.31	(0.96)
Non-US Citizen	42	4.57	(0.63)	4.78	(0.42)	4.69	(0.47)	4.62	(0.63) *
US Citizen	631	4.46	(0.73)	4.67	(0.54)	4.62	(0.60)	4.28	(0.98)
Assistant Rank	262	4.45	(0.71)	4.65	(0.53)	4.58	(0.61)	4.36	(0.89)
Associate or Full Rank	411	4.48	(0.73)	4.69	(0.54)	4.65	(0.57)	4.25	(1.01)
CT Faculty	196	4.45	(0.74)	4.69	(0.57)	4.63	(0.58)	4.29	(0.99)
CHS Faculty	257	4.44	(0.71)	4.67	(0.51)	4.59	(0.61)	4.25	(0.95)
Tenured/Tenure-Track Faculty	220	4.50	(0.72)	4.66	(0.54)	4.67	(0.58)	4.36	(0.98)
Basic Science Department	93	4.56	(0.67)	4.62	(0.57)	4.70	(0.59)	4.44	(0.88)
Clinical Department	580	4.45	(0.73)	4.68	(0.53)	4.62	(0.59)	4.27	(0.98)

* Significant difference at $p < .05$.

Scale response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).

Table DC2. Feelings of Exclusion, SMPH Faculty Only

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

		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?		
	N	Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	673	2.60	(1.23)		3.64	(0.93)		3.30	(1.10)		2.47	(1.17)		2.57	(1.20)	
Women	271	2.84	(1.25)	*	3.44	(0.95)	*	3.31	(1.08)		2.68	(1.19)	*	2.76	(1.29)	*
Men	402	2.45	(1.20)		3.76	(0.89)		3.29	(1.11)		2.33	(1.14)		2.45	(1.13)	
Faculty of Color	70	2.74	(1.30)		3.66	(0.99)		3.05	(1.18)	*	2.54	(1.22)		2.82	(1.40)	
Majority Faculty	602	2.59	(1.22)		3.63	(0.92)		3.33	(1.08)		2.46	(1.17)		2.54	(1.17)	
Non-US Citizen	42	2.45	(1.09)		3.73	(0.85)		2.93	(1.07)	*	2.26	(0.90)		2.33	(1.00)	
US Citizen	631	2.61	(1.24)		3.63	(0.93)		3.33	(1.09)		2.48	(1.19)		2.59	(1.21)	
Assistant Rank	262	2.59	(1.19)		3.50	(0.92)	*	3.10	(1.12)	*	2.47	(1.15)		2.60	(1.21)	
Associate or Full Rank	411	2.61	(1.26)		3.72	(0.93)		3.43	(1.06)		2.47	(1.19)		2.56	(1.20)	
CT Faculty	196	2.70	(1.27)		3.43	(0.99)	*	3.22	(1.18)		2.57	(1.21)		2.80	(1.25)	*
CHS Faculty	257	2.63	(1.19)		3.75	(0.83)	*	3.39	(1.03)		2.49	(1.16)		2.71	(1.25)	*
Tenured/Tenure-Track Faculty	220	2.49	(1.24)		3.68	(0.96)		3.26	(1.09)		2.36	(1.15)		2.25	(1.04)	*
Basic Science Department	93	2.30	(1.16)	*	3.62	(0.90)		3.17	(1.07)		2.20	(1.12)	*	2.13	(1.03)	*
Clinical Department	580	2.65	(1.24)		3.64	(0.93)		3.32	(1.10)		2.51	(1.18)		2.65	(1.21)	

* Significant difference at $p < .05$.

Scale response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).

Table DC3. Interactions with Department Chair, SMPH 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	668	3.42	(1.17)		3.15	(1.17)
Women	271	3.26	(1.21)	*	2.98	(1.20)
Men	397	3.53	(1.14)		3.25	(1.14)
Faculty of Color	70	3.41	(1.20)		3.28	(1.19)
Majority Faculty	597	3.42	(1.17)		3.13	(1.17)
Non-US Citizen	43	3.61	(1.09)		3.33	(1.08)
US Citizen	625	3.41	(1.18)		3.13	(1.18)
Assistant Rank	260	3.46	(1.13)		3.23	(1.17)
Associate or Full Rank	408	3.40	(1.20)		3.09	(1.17)
CT Faculty	193	3.34	(1.21)		3.06	(1.20)
CHS Faculty	257	3.37	(1.15)		3.12	(1.17)
Tenured/Tenure-Track Faculty	218	3.55	(1.17)		3.25	(1.15)
Basic Science Department	92	3.80	(1.01)	*	3.24	(1.14)
Clinical Department	576	3.36	(1.19)		3.13	(1.17)

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table DC4. Interactions with Colleagues, SMPH Faculty Only

Thinking about interactions with colleagues and others in your department

		How well are you able to navigate unwritten rules?			How reluctant are you to voice concerns?			How valued is your research and scholarship?			How valued by your colleagues is your clinical practice?			How much harder do you have to work to be perceived as a legitimate scholar?			How comfortable are you raising personal responsibilities when scheduling?			How well do you fit into your department?		
	N	Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.	
Total	668	3.54	(0.97)		2.37	(1.26)		3.10	(1.01)		3.74	(0.91)		2.60	(1.28)		3.24	(1.13)		3.61	(0.95)	
Women	271	3.40	(0.98)	*	2.65	(1.30)	*	2.84	(0.98)	*	3.69	(0.93)		2.95	(1.23)	*	3.00	(1.13)	*	3.39	(0.98)	*
Men	397	3.64	(0.95)		2.19	(1.21)		3.27	(1.00)		3.79	(0.90)		2.37	(1.26)		3.40	(1.11)		3.75	(0.90)	
Faculty of Color	70	3.31	(1.00)	*	2.80	(1.42)	*	3.39	(0.94)	*	3.84	(0.78)		3.00	(1.24)	*	3.29	(1.21)		3.61	(0.89)	
Majority Faculty	597	3.57	(0.96)		2.32	(1.24)		3.07	(1.01)		3.73	(0.93)		2.56	(1.28)		3.23	(1.12)		3.60	(0.96)	
Non-US Citizen	43	3.33	(1.00)		2.43	(1.14)		3.59	(0.74)	*	3.76	(0.89)		2.49	(1.21)		3.22	(1.13)		3.81	(0.63)	*
US Citizen	625	3.56	(0.96)		2.36	(1.27)		3.07	(1.02)		3.74	(0.92)		2.61	(1.29)		3.24	(1.14)		3.59	(0.97)	
Assistant Rank	260	3.40	(0.96)	*	2.47	(1.25)		2.97	(0.95)	*	3.70	(0.87)		2.77	(1.26)	*	3.12	(1.13)	*	3.61	(0.86)	
Associate or Full Rank	408	3.63	(0.96)		2.31	(1.27)		3.18	(1.04)		3.78	(0.95)		2.50	(1.29)		3.31	(1.13)		3.60	(1.01)	
CT Faculty	193	3.40	(1.05)	*	2.30	(1.22)		2.55	(1.02)	*	3.67	(0.94)		2.71	(1.25)		3.30	(1.04)		3.62	(0.96)	
CHS Faculty	257	3.53	(0.95)		2.48	(1.32)		2.95	(0.89)	*	3.79	(0.89)		2.63	(1.29)		3.04	(1.15)	*	3.56	(0.93)	
Tenured/Tenure-Track Faculty	218	3.68	(0.89)	*	2.29	(1.23)		3.52	(0.98)	*	NA	NA		2.49	(1.29)		3.41	(1.17)	*	3.65	(0.98)	
Basic Science Department	92	3.77	(0.84)	*	2.20	(1.16)		3.55	(0.91)	*	3.33	(1.15)		2.33	(1.13)	*	3.48	(1.28)	*	3.75	(1.00)	
Clinical Department	576	3.51	(0.98)		2.39	(1.28)		3.02	(1.01)		3.74	(0.91)		2.65	(1.28)		3.20	(1.11)		3.58	(0.94)	

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table DC5. Departmental Decision-Making, SMPH 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	665	3.08	(1.11)		2.59	(1.12)	3.77	(1.00)	3.34	(1.06)	2.91	(1.19)
Women	266	2.83	(1.11)	*	2.31	(1.03)	3.59	(1.04)	3.16	(1.14)	2.69	(1.17)
Men	399	3.26	(1.08)		2.77	(1.15)	3.89	(0.96)	3.45	(0.99)	3.05	(1.18)
Faculty of Color	68	2.82	(1.13)	*	2.40	(1.09)	3.51	(1.15)	3.43	(1.13)	2.90	(1.29)
Majority Faculty	596	3.11	(1.02)		2.61	(1.13)	3.79	(0.98)	3.33	(1.05)	2.91	(1.18)
Non-US Citizen	43	2.98	(1.02)		2.71	(1.05)	4.00	(0.87)	3.38	(1.01)	2.88	(1.08)
US Citizen	623	3.09	(1.12)		2.58	(1.13)	3.75	(1.01)	3.34	(1.06)	2.91	(1.20)
Assistant Rank	255	2.78	(1.00)	*	2.25	(0.94)	3.70	(0.96)	3.35	(0.94)	2.72	(1.11)
Associate or Full Rank	410	3.28	(1.13)		2.79	(1.18)	3.81	(1.02)	3.34	(1.11)	3.02	(1.22)
CT Faculty	187	2.91	(1.10)	*	2.34	(1.08)	3.78	(1.01)	3.21	(1.03)	2.68	(1.20)
CHS Faculty	258	2.98	(1.02)	*	2.45	(1.01)	3.63	(0.97)	3.25	(1.01)	2.83	(1.07)
Tenured/Tenure-Track Faculty	220	3.35	(1.17)	*	2.96	(1.19)	3.91	(1.01)	3.51	(1.11)	3.20	(1.26)
Basic Science Department	93	3.72	(1.05)	*	3.16	(1.16)	4.20	(1.00)	3.72	(1.09)	3.49	(1.14)
Clinical Department	572	2.98	(1.09)		2.49	(1.09)	3.70	(0.98)	3.27	(1.04)	2.81	(1.17)

* Significant difference at $p < .05$.

Scale response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5).

Table DC6. Climate in Department, SMPH 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	661	3.82	(0.95)		3.91	(0.94)		3.95	(0.82)	
Women	267	3.66	(0.95)	*	3.63	(1.04)	*	3.77	(0.87)	*
Men	394	3.93	(0.93)		4.12	(0.79)		4.04	(0.77)	
Faculty of Color	69	3.80	(0.95)		4.02	(0.91)		3.90	(0.93)	
Majority Faculty	591	3.82	(0.95)		3.90	(0.94)		3.95	(0.80)	
Non-US Citizen	43	3.88	(0.76)		4.03	(0.71)		3.97	(0.75)	
US Citizen	618	3.82	(0.96)		3.90	(0.95)		3.94	(0.82)	
Assistant Rank	255	3.85	(0.85)		3.88	(0.93)		3.95	(0.76)	
Associate or Full Rank	406	3.80	(1.01)		3.93	(0.94)		3.94	(0.85)	
CT Faculty	186	3.78	(0.89)		4.02	(0.92)		4.10	(0.73)	*
CHS Faculty	256	3.76	(0.93)		3.75	(0.92)	*	3.82	(0.81)	*
Tenured/Tenure-Track Faculty	219	3.92	(1.01)		4.01	(0.95)		3.96	(0.87)	
Basic Science Department	92	4.12	(1.00)	*	4.20	(0.85)	*	4.30	(0.60)	*
Clinical Department	569	3.77	(0.93)		3.87	(0.94)		3.90	(0.83)	

* Significant difference at $p < .05$.

Scale response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5).

Table DC7. Climate in School/College, SMPH 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	661	3.91	(0.72)	3.90	(0.82)	3.89	(0.81)
Women	267	3.76	(0.78) *	3.60	(0.90) *	3.62	(0.91) *
Men	394	4.01	(0.66)	4.10	(0.68)	4.00	(0.74)
Faculty of Color	69	3.93	(0.67)	4.02	(0.80)	3.90	(0.89)
Majority Faculty	591	3.91	(0.72)	3.88	(0.82)	3.88	(0.80)
Non-US Citizen	42	4.11	(0.58)	4.06	(0.57)	4.03	(0.73)
US Citizen	623	3.90	(0.73)	3.88	(0.83)	3.87	(0.82)
Assistant Rank	255	3.95	(0.64)	3.96	(0.70)	3.94	(0.73)
Associate or Full Rank	406	3.89	(0.76)	3.86	(0.87)	3.86	(0.85)
CT Faculty	186	3.94	(0.76)	4.09	(0.73) *	3.99	(0.79)
CHS Faculty	256	3.86	(0.71)	3.81	(0.76)	3.79	(0.79)
Tenured/Tenure-Track Faculty	219	3.95	(0.70)	3.86	(0.90)	3.92	(0.84)
Basic Science Department	92	4.00	(0.74)	3.93	(0.82)	4.11	(0.75) *
Clinical Department	569	3.90	(0.72)	3.89	(0.82)	3.86	(0.82)

* Significant difference at $p < .05$.

Scale response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5).

Table D1. Commitment to Diversity, SMPH 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	668	5.10	(1.71)		5.34	(1.46)		5.95	(1.23)		44.24%	(49.71)
Women	269	4.63	(1.80)	*	4.95	(1.53)	*	5.96	(1.20)		39.62%	(49.00)
Men	401	5.42	(1.57)		5.60	(1.35)		5.94	(1.26)		47.34%	(49.99)
Faculty of Color	69	4.91	(2.06)		5.03	(1.68)		5.84	(1.22)		39.39%	(49.24)
Majority Faculty	600	5.13	(1.67)		5.38	(1.43)		5.96	(1.23)		44.86%	(49.78)
Non-US Citizen	43	5.32	(1.59)		5.51	(1.43)		5.90	(1.14)		34.88%	(48.22)
US Citizen	627	5.09	(1.72)		5.33	(1.46)		5.95	(1.24)		44.89%	(49.78)
Assistant Rank	261	5.01	(1.64)		5.28	(1.46)		5.92	(1.21)		34.11%	(47.50) *
Associate or Full Rank	408	5.16	(1.76)		5.38	(1.46)		5.97	(1.25)		50.75%	(50.06)
CT Faculty	194	5.03	(1.67)		5.23	(1.45)		5.73	(1.34)	*	24.35%	(43.03) *
CHS Faculty	255	4.89	(1.71)	*	5.30	(1.47)		5.86	(1.23)		40.87%	(49.26)
Tenured/Tenure-Track Faculty	220	5.41	(1.72)	*	5.48	(1.45)		6.24	(1.08)	*	66.05%	(47.47)
Basic Science Department	92	5.77	(1.34)	*	5.54	(1.38)		6.40	(0.84)		68.89%	(46.55) *
Clinical Department	577	5.00	(1.74)		5.31	(1.47)		5.88	(1.27)		40.35%	(49.10)

* Significant difference at $p < .05$.

Scale response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

Table M1. Meeting With Mentors at UW-Madison, SMPH 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	418	11.44	(50.69)	22.88	(70.99)	24.32	(81.92)
Women	170	8.42	(40.70)	18.03	(63.36)	24.01	(79.15)
Men	248	13.52	(56.52)	26.15	(75.63)	24.53	(83.89)
Faculty of Color	40	4.45	(11.44)	30.19	(83.26)	4.74	(9.85) *
Majority Faculty	377	12.21	(53.20)	22.18	(69.82)	26.20	(85.49)
Non-US Citizen	27	5.26	(10.45) *	22.56	(70.30)	20.00	(75.99)
US Citizen	391	11.87	(52.30)	22.91	(71.13)	24.62	(82.42)
Assistant Rank	190	6.26	(28.20) *	15.18	(41.68) *	22.20	(78.01)
Associate or Full Rank	232	15.77	(63.38)	28.73	(86.50)	25.79	(84.68)
CT Faculty	97	7.70	(38.14)	18.91	(66.70)	18.29	(74.79)
CHS Faculty	193	11.19	(52.54)	21.17	(66.13)	32.19	(97.40)
Tenured/Tenure-Track Faculty	140	14.67	(56.06)	27.59	(79.39)	18.24	(63.27)
Basic Science Department	52	13.04	(54.78)	28.40	(85.20)	13.93	(55.32)
Clinical Department	373	11.25	(50.25)	22.08	(68.77)	25.79	(84.99)

* 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 M2. Never Meet or No Mentors at UW-Madison, SMPH Faculty Only

	N	Never Meet or No Official 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	663	36.95%	(48.30)	38.09%	(48.60)	46.28%	(49.90)
Women	270	37.04%	(48.38)	39.03%	(48.87)	47.78%	(50.04)
Men	393	36.90%	(48.31)	37.44%	(48.46)	45.24%	(49.84)
Faculty of Color	67	40.30%	(49.42)	44.78%	(50.10)	53.73%	(50.24)
Majority Faculty	595	36.64%	(48.22)	37.39%	(48.43)	46.35%	(49.83)
Non-US Citizen	43	37.21%	(48.91)	37.21%	(48.91)	46.51%	(50.47)
US Citizen	620	36.94%	(48.30)	38.15%	(48.61)	46.27%	(49.90)
Assistant Rank	261	27.20%	(44.59) *	32.57%	(46.95) *	44.44%	(49.79)
Associate or Full Rank	402	43.28%	(49.61)	41.71%	(49.37)	47.49%	(50.00)
CT Faculty	192	49.48%	(50.13) *	53.93%	(49.98) *	64.06%	(48.11) *
CHS Faculty	257	24.90%	(43.33) *	29.69%	(45.78) *	39.84%	(49.05) *
Tenured/Tenure-Track Faculty	214	40.19%	(49.14)	33.96%	(47.47)	37.91%	(48.63) *
Basic Science Department	89	49.44%	(50.28) *	40.23%	(49.32)	49.43%	(50.29)
Clinical Department	574	35.02%	(47.74)	37.76%	(48.52)	45.80%	(49.87)

* Significant difference at $p < .05$.

Table M3. Received Adequate Mentoring at UW-Madison,
SMPH Faculty Only**

	N	Feel I received adequate mentoring while at UW-Madison	
		% Yes	Std. Dev.
Total	556	51.98%	(50.01)
Women	234	41.45%	(49.37) *
Men	322	59.63%	(49.14)
Faculty of Color	55	58.18%	(49.78)
Majority Faculty	500	51.20%	(50.04)
Non-US Citizen	39	53.85%	(50.50)
US Citizen	517	51.84%	(50.01)
Assistant Rank	227	51.10%	(50.10)
Associate or Full Rank	329	52.58%	(50.01)
CT Faculty	140	35.00%	(47.87) *
CHS Faculty	234	47.01%	(50.02) *
Tenured/Tenure-Track Faculty	182	71.43%	(45.30) *
Basic Science Department	75	74.67%	(43.78) *
Clinical Department	481	48.44%	(50.03)

* 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 SH1. Experience of Sexual Harassment, SMPH Faculty Only

	N	Experience Any Harassment			Number of Incidents**	
		Mean	(S.D.)		Mean	(S.D.)
Total	648	6.33%	24.36%		2.51	2.33
Women	257	10.89%	(31.22)	*	2.29	(2.07)
Men	391	3.32%	(17.95)		3.00	(2.85)
Faculty of Color	67	1.49%	(12.22)	*	1.50	(0.00)
Majority Faculty	581	6.88%	(25.34)		2.54	(2.36)
Gay/Lesbian	16	12.50%	(34.16)		1.50	(0.00) *
Bi/Heterosexual	621	6.28%	(24.28)		2.56	(2.38)
Non-US Citizen	43	4.65%	(21.31)		1.50	(0.00) *
US Citizen	605	6.45%	(24.58)		2.56	(2.38)
Assistant Rank	257	4.67%	(21.14)		2.58	(2.53)
Associate or Full Rank	391	7.42%	(26.24)		2.48	(2.29)
CT Faculty	187	5.88%	(23.59)		2.32	(2.03)
CHS Faculty	248	8.47%	(27.90)		2.74	(2.62)
Tenured/Tenure-Track Faculty	213	4.23%	(20.16)		2.22	(2.17)
Basic Science Department	89	3.37%	(18.15)		1.50	(0.00) *
Clinical Department	559	6.80%	(25.19)		2.59	(2.41)

* Significant difference at $p < .05$.

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

Table SH2. UW-Madison's Response to Sexual Harassment, SMPH 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	582	4.10	(0.82)		2.42	(0.87)		3.13	(1.08)		3.40	(0.97)	
Women	219	3.89	(0.85)	*	2.76	(0.94)	*	2.93	(1.08)	*	3.12	(1.06)	*
Men	363	4.20	(0.78)		2.24	(0.79)		3.25	(1.06)		3.53	(0.90)	
Faculty of Color	56	4.20	(0.83)		2.17	(0.92)		3.39	(1.00)		3.87	(0.74)	
Majority Faculty	526	4.08	(0.82)		2.45	(0.87)		3.10	(1.08)		3.36	(0.98)	
Non-US Citizen	39	4.54	(0.58)	*	2.33	(1.18)		3.23	(1.01)		3.36	(0.67)	
US Citizen	543	4.07	(0.82)		2.42	(0.86)		3.12	(1.08)		3.40	(0.99)	
Gay/Lesbian	13	3.71	(0.49)		3.17	(0.98)	*	2.46	(1.20)	*	2.67	(0.58)	
Bi/Heterosexual	562	4.11	(0.81)		2.40	(0.87)		3.14	(1.07)		3.42	(0.98)	
Assistant Rank	205	4.12	(0.78)		2.26	(0.95)		2.84	(1.04)	*	3.32	(0.81)	
Associate or Full Rank	377	4.09	(0.83)		2.48	(0.84)		3.28	(1.07)		3.42	(1.01)	
CT Faculty	159	4.07	(0.78)		2.44	(0.98)		2.80	(1.05)	*	3.35	(0.92)	
CHS Faculty	222	4.11	(0.84)		2.41	(0.82)		3.13	(1.08)		3.45	(1.00)	
Tenured/Tenure-Track Faculty	201	4.10	(0.82)		2.41	(0.86)		3.39	(1.03)	*	3.38	(0.98)	
Basic Science Department	79	4.15	(0.77)		2.39	(0.76)		3.34	(0.97)		3.35	(0.81)	
Clinical Department	503	4.09	(0.82)		2.42	(0.89)		3.09	(1.09)		3.41	(0.99)	

* 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. Scale response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Table SH3. UW-Madison's Response to Sexual Harassment, SMPH Faculty Only

Thinking about sexual harassment at UW-Madison...

		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		
	N	%	Std. Dev.		%	Std. Dev.		%	Std. Dev.		%	Std. Dev.	
Total	669	28.29%	(45.08)		56.80%	(49.57)		13.00%	(33.66)		72.05%	(44.91)	
Women	269	39.93%	(49.07)	*	63.20%	(48.32)	*	18.59%	(38.97)	*	78.44%	(41.20)	*
Men	400	20.50%	(40.42)		52.50%	(50.00)		9.25%	(29.01)		67.75%	(46.80)	
Faculty of Color	69	26.09%	(44.23)		65.22%	(47.98)		18.84%	(39.39)		78.26%	(41.55)	
Majority Faculty	599	28.60%	(45.22)		55.93%	(49.69)		12.19%	(32.74)		71.29%	(45.28)	
Non-US Citizen	43	39.53%	(49.47)		65.12%	(48.22)		9.30%	(29.39)		74.42%	(44.15)	
US Citizen	626	27.52%	(44.70)		56.23%	(49.65)		13.26%	(33.94)		71.88%	(44.99)	
Gay/Lesbian	16	56.25%	(51.23)	*	62.50%	(50.00)		18.75%	(40.31)		81.25%	(40.31)	
Bi/Heterosexual	642	27.61%	(44.74)		56.54%	(49.61)		12.46%	(33.05)		71.65%	(45.10)	
Assistant Rank	261	43.68%	(49.69)	*	67.82%	(46.81)	*	21.46%	(41.13)	*	85.44%	(35.34)	*
Associate or Full Rank	408	18.43%	(38.82)		49.75%	(50.06)		7.60%	(26.53)		63.48%	(48.21)	
CT Faculty	194	36.27%	(48.20)	*	62.89%	(48.44)	*	18.04%	(38.55)	*	82.47%	(38.12)	*
CHS Faculty	256	30.47%	(46.12)		56.25%	(49.71)		13.28%	(34.00)		72.27%	(44.86)	
Tenured/Tenure-Track Faculty	219	18.72%	(39.10)	*	52.05%	(50.07)		8.22%	(27.53)	*	62.56%	(48.51)	*
Basic Science Department	90	21.11%	(41.04)		65.56%	(47.78)		12.22%	(32.94)		77.78%	(41.81)	
Clinical Department	579	29.41%	(45.60)		55.44%	(49.75)		13.13%	(33.80)		71.16%	(45.34)	

* Significant difference at $p < .05$.

Table S1. Satisfaction With UW-Madison, SMPH 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	671	4.03	(1.08)		3.84	(1.17)	
Women	269	3.89	(1.12)	*	3.59	(1.22)	*
Men	402	4.13	(1.04)		4.00	(1.12)	
Faculty of Color	69	3.87	(1.00)		3.68	(1.13)	
Majority Faculty	601	4.06	(1.08)		3.86	(1.17)	
Non-US Citizen	43	4.33	(0.84)	*	3.90	(1.09)	
US Citizen	628	4.01	(1.09)		3.83	(1.18)	
Assistant Rank	262	4.00	(1.03)		3.59	(1.13)	*
Associate or Full Rank	409	4.05	(1.11)		3.99	(1.17)	
CT Faculty	194	3.90	(1.14)	*	3.54	(1.26)	*
CHS Faculty	257	3.98	(1.03)		3.78	(1.09)	
Tenured/Tenure-Track Faculty	220	4.22	(1.05)	*	4.17	(1.10)	*
Basic Science Department	92	4.30	(1.06)	*	4.20	(1.07)	*
Clinical Department	579	3.99	(1.08)		3.78	(1.18)	

* Significant difference at $p < .05$.

Scale response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

Table S2. Factors Contributing Most to Satisfaction at UW-Madison, SMPH Faculty Only (Full Codebook)

University Factors		Local Characteristics	
Reason for Satisfaction	N	Reason for Satisfaction	N
Administration, administrative support	4	Madison, State of Wisconsin	25
Institutional	3	Location (nonspecific)	4
Accommodation of family values, family friendly	4	Quality of life, lifestyle	6
Faculty/shared governance	4	Cultural richness, activities	3
Collaboration	57	Aesthetics of city/campus	4
Academic freedom/flexibility to pursue own interests,			
Autonomy/independence	33	Local schools	1
Prestige/reputation/quality, institutional pride	15		
Commitment to excellence, quality (nonspecific)	7		
Scholarly excellence/quality, commitment to high caliber research, research environment	18		
Clinical excellence, quality, commitment to quality, evidence-based practice	4		
Commitment to high quality teaching, teaching environment	3		
Quality of, relationships with students (undergraduate or unspecified)	31		
Quality of, relationships with faculty (nonspecific)	143		
Quality of, relationships with faculty (other departments/schools)	5		
Quality of, relationships with staff (not department specific)	21		
Quality of, relationship with residents	3		
Quality of, relationship with fellows	3		
Safety	1		
Campus centers, institutes; WARF	2		
Facilities/resources/infrastructure (nonspecific to research or teaching)	38		
Technological support/IT infrastructure	3		
Research resources, support, infrastructure	5		
Teaching resources, support, infrastructure	1		
Educational resources	1		
Departmental Factors			
Reason for Satisfaction	N		
Departmental democracy, decision making processes	11		
Colleagues (department specific)	23		
Departmental staff	4		
Chair/leadership in department or school	38		
Mentors	18		
Graduate students/programs	3		
Collegiality/camaraderie/respect/ support in the department	11		
Support for research area/expertise, Recognition of respect for work by colleagues/dept.	4		
Departmental democracy, decision	2		
Departmental resources, infrastructure	1		
Family/Home Life		Other, Miscellaneous	
Reason for Satisfaction	N	Reason for Satisfaction	N
Balance between academic/home life	6	No longer at institution	1
		New in position	1
		Outside respect/recognition for research	2
		Openness	1
		Personal relationships, friends	1
		Quality of feedback	1
		Familiarity, inertia	2
		Informality	1
		None, nothing	2
		Negative comments	10
		Illegible	1
		Not applicable	1

**Table S3. Factors Detracting Most From Satisfaction at UW-Madison, SMPH Faculty Only
(Full Codebook)**

Salary/Benefits		Aspects of UW	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Salary (unspecified)	15	Campus too liberal	1
Low/Poor salaries	21	Campus too big	3
Lack of raises	11	Decentralized	1
Furloughs	6	Lack of childcare	1
Salary structure/inequities	10	Emphasis on money over quality	1
Salary compression	4	Parking/commuting	2
No summer salary	1	Speech codes/PC	2
Benefits	2	Bureaucracy	19
		Poor (teaching) evaluation mechanisms	1
		Campus size (physical)	1
		Faculty governance	2
		Family leave policy	1
		Affecting change at UW/slow/inertia	10
		Classified staff system, State human resources system	2
		Complexity of, barriers and interactions between units	6
		Personnel problems	2
Budget Cuts			
Reason for Dissatisfaction	N		
Budget cuts	4		
Small budgets/resources	5		
Lack of grants/difficulty to obtain	3		
Negative financial picture/feeling/climate	6		
Internal funding for professional development/scholarship	5		
Lack of state support	2		
Recruitment funds	1		
Start up issues/concerns	1		
Resources		Aspects of Madison/Wisconsin	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Resources (unspecified)	12	Weather	3
Equipment	2	State legislature/decisions by State	2
Facilities/space	7	Respect by citizens	1
Graduate student funding	5	Public transportation (no rail, airport service)	1
Teaching/scholarship	2	Cost of housing/living	1
Research	1		
Hiring/retaining faculty	5		
Grants administration	2		
Support staff	4		
Animal Care	1		
Inequities in distribution	4		
Support (lack of)		Program Excellence	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Support (lack of)	1	Quality of students	2
Recognition/not feeling valued	4	Lack of excellence/rigor	3
Research/RSP/Grant administration	9	Lack of vision/mission	5
Mentoring/advising	27		
Office/secretarial/administrative/clerical	6		
Women mentors	1		
Teaching	3		
Collaborators	2		
For leave	1		
For academic and classified staff	1		
For part-time personnel	3		
For family life	1		
Clinical work	1		
Nursing	1		
Leadership/Administration			
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Bad/overloaded administration	16		
Lack of leadership, poor leaders	9		
College administration/Bascom/Deans	5		
Autocratic	7		
UWHC/UWMF/SMPH issues	13		
Appeal process	2		
Surveys			
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Surveys	5		
Research Activities		Workload/Stress	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Lack of respect for certain disciplines/research	4	Workload, hours, pace	26
Too much emphasis on research, research monies	3	Stress	2
Not enough time for own research	8	Writing grants	3
Research focus has changed	1	Fundraising	1
Need others with shared research interest/same field/arm isolated	1	Publishing	1
Support for interdisciplinarity	3	Unequal division of labor/distribution of responsibilities	2
Not Valued/a priority	1		
IRB fees and processes problematic	4		
Narrow view of scholarship	1		
Teaching Activities		Interactions/Communication	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Too much time spent teaching/preparing	1	Conflicts/problems	5
Teaching is under-valued	4	Isolation	3
Emphasis on new teaching techniques	1	Lack of respect/poor treatment	3
Limited opportunities to teach, interact with students/residents/fellows	7	Competitiveness	1
Unfair teaching assignments/inequitable	2	Politics/corruption	5
Too high/load	3	Communication problems	3

Not being heard	2
Difficulty networking	1
No positive feedback	3

Service Activities & Outreach		Climate	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Administrative			
work/Bureaucracy/Rules	20	Department/unit climate	14
Committee work/meetings	5	Gender climate/discrimination	9
Advising duties	2	Racial climate	1
Paperwork	7	Lack of diversity	10
Imbalance of service duties	6	College/UW politics	2
Lack of recognition/respect/reward for service	4	Intolerant	1
Workload	4	Hierarchy	4
		Schism, conflict between academic and CHS faculty; CHS track faculty second-class citizens	20

Clinical Activities		Personal Matters	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
No respect for clinical work	9	Work/family imbalance	3
Clinical specialist(ies) not valued/respected	7	Dual-career/spouse issues	2
Clinical goals not valued, supported	6	No social network	1
Emphasis on billing	5		
Patient load too high	4		
Clinical workload too high	9		
Clinical work, load interferes with other professional goals	2		
Working with EMR, EPIC system	6		
Limited diversity of patients, characteristics of patient population	1		
Call system concerns	4		
Reimbursement system issues	5		
Quality improvement issues	1		
Clinical management systems, issues	1		

Career Advancement		General Work Activities	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Lack of promotion	13	Balance of research, teaching, service, clinical/time issue	10
Slow career progression	1	Lack of sabbatical opportunity	1
Tenure process and pressure	9	Reporting requirements	1
Merit system/not rewarded for performance	8	Human Resource issues	1
Can't crack leadership ceiling/"old boy's network/club"	6	Union issues	1
Lack of recognition/appreciation	10	Work at satellite/remote location	7
Movement of clinical position to tenure	3	Changes in job requirements, expectations; unclear expectations	1
No/limited promotional opportunities	5		
Lack of transparency/information about promotion opportunities/process	1		
Job expectations relative to tenure and promotion criteria	2		

Other/Unclear		None	
Reason for Dissatisfaction	N	Reason for Dissatisfaction	N
Other/unclear	13	Nothing, not applicable	11

Aspects of Department/Unit	
Reason for Dissatisfaction	N
Colleagues	4
Department Chair/Section Chief/Supervisor	26
Senior faculty, faculty in specialties/field gone	1
Faculty attitude	11
Lack of new hires, understaffed	5
Department is too large	2
Department itself not respected	3
Department politics	6
Too clinical/no respect for (basic) scientists	5
No community/collegiality/climate	5
Privileges traditional/mainstream	1
Poor space	6
Isolated/hard to meet others	8
Decision-making not transparent, policies and information not transparent	1
Violation of FP&P/ethics issues	1
Sexist/sexism	1
Feels silenced/not heard/no voice in decision-making	13
Not valued, unsupported	5
Feel they "don't fit"	1
Frequent office changes	1

Table S4. Satisfaction With Resources, SMPH 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	603	3.42	(1.23)	*	3.54	(1.19)		3.61	(1.19)		3.36	(1.07)	
Women	236	3.18	(1.26)	*	3.41	(1.22)	*	3.46	(1.24)	*	3.17	(1.09)	*
Men	367	3.56	(1.19)		3.62	(1.17)		3.71	(1.15)		3.45	(1.05)	
Faculty of Color	62	3.21	(1.22)		3.50	(1.25)		3.39	(1.23)		3.15	(1.10)	
Majority Faculty	540	3.44	(1.23)		3.54	(1.19)		3.63	(1.18)		3.38	(1.06)	
Non-US Citizen	41	3.88	(1.05)	*	3.41	(1.12)		3.68	(1.25)		3.14	(0.83)	
US Citizen	562	3.39	(1.24)		3.55	(1.20)		3.60	(1.19)		3.37	(1.08)	
Assistant Rank	231	3.60	(1.11)	*	3.60	(1.09)		3.70	(1.15)		3.38	(1.00)	
Associate or Full Rank	379	3.32	(1.28)		3.50	(1.25)		3.54	(1.21)		3.34	(1.11)	
CT Faculty	186	3.36	(1.10)		3.51	(1.22)		3.58	(1.22)		3.34	(0.96)	
CHS Faculty	251	3.38	(1.21)		3.52	(1.16)		3.59	(1.21)		3.35	(1.11)	
Tenured/Tenure-Track Faculty	217	3.48	(1.30)		3.59	(1.21)		3.72	(1.08)		3.38	(1.11)	
Basic Science Department	92	3.39	(1.31)		3.60	(1.10)		2.86	(1.35)		3.23	(1.06)	
Clinical Department	524	3.43	(1.21)		3.53	(1.21)		3.62	(1.19)		3.37	(1.07)	

* Significant difference at $p < .05$.

Scale response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

Table S5. Satisfaction With Salary, SMPH Faculty Only

	N	How satisfied are you with your salary?	
		Mean	Std. Dev.
Total	672	3.39	(1.21)
Women	268	3.37	(1.21)
Men	404	3.41	(1.21)
Faculty of Color	70	2.99	(1.29) *
Majority Faculty	601	3.44	(1.19)
Non-US Citizen	43	3.47	(1.14)
US Citizen	629	3.39	(1.21)
Assistant Rank	262	3.34	(1.09)
Associate or Full Rank	410	3.43	(1.27)
CT Faculty	195	3.30	(1.19)
CHS Faculty	257	3.50	(1.08)
Tenure-Track Faculty	220	3.35	(1.35)
Basic Science Department	93	3.20	(1.42)
Clinical Department	579	3.42	(1.17)

* Significant difference at $p < .05$.

Scale response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

Table S6. Outside Offers, SMPH Faculty Only

	N	Have you received an outside job offer?			Salary		Summer Salary		Administrative Responsibilities		Course Load		Clinical Load		Leave Time		Special Timing of Tenure 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.	% Yes	Std. Dev.
Total	667	17.69%	(38.19)		40.48%	(49.28)	0.00%	(0.00)	12.30%	(32.97)	0.85%	(9.21)	12.71%	(33.45)	3.39%	(18.17)	2.52%	(15.74)	15.45%	(36.29)	1.69%	(12.96)	15.28%	(36.23)
Women	266	13.16%	(33.87)	*	42.11%	(50.04)	0.00%	(0.00)	5.56%	(23.23)	2.86%	(16.90)	20.00%	(40.58)	2.86%	(16.90)	5.41%	(22.92)	8.33%	(28.03)	5.71%	(23.55)	25.00%	(44.43)
Men	401	20.70%	(40.56)		39.77%	(49.22)	0.00%	(0.00)	15.12%	(36.03)	0.00%	(0.00)	9.64%	(29.69)	3.61%	(18.78)	1.22%	(11.04)	18.39%	(38.97)	0.00%	(0.00)	11.54%	(32.26)
Faculty of Color	69	21.74%	(41.55)		35.29%	(49.26)	0.00%	(0.00)	12.50%	(34.16)	0.00%	(0.00)	12.50%	(34.16)	0.00%	(0.00)	5.88%	(24.25)	12.50%	(34.16)	12.50%	(34.16)	20.00%	(42.16)
Majority Faculty	597	17.25%	(37.82)		41.28%	(49.46)	0.00%	(0.00)	12.26%	(32.96)	0.98%	(9.90)	12.75%	(33.51)	3.92%	(19.51)	1.96%	(13.93)	15.89%	(36.73)	0.00%	(0.00)	14.52%	(35.51)
Non-US Citizen	43	30.23%	(46.47)		61.54%	(50.64)	0.00%	(0.00)	9.09%	(30.15)	0.00%	(0.00)	10.00%	(31.62)	9.09%	(30.15)	0.00%	(0.00)	18.18%	(40.45)	0.00%	(0.00)	0.00%	(0.00)
US Citizen	624	16.83%	(37.44)		38.05%	(48.77)	0.00%	(0.00)	12.61%	(33.35)	0.93%	(9.67)	12.96%	(33.75)	2.80%	(16.59)	2.75%	(16.44)	15.18%	(36.04)	1.87%	(13.61)	16.67%	(37.55)
Assistant Rank	260	10.38%	(30.56)	*	40.00%	(49.83)	0.00%	(0.00)	7.14%	(26.23)	0.00%	(0.00)	35.71%	(48.80)	10.71%	(31.50)	10.34%	(30.99)	7.14%	(26.23)	6.90%	(25.79)	8.33%	(28.87)
Associate or Full Rank	407	22.36%	(41.72)		40.63%	(49.37)	0.00%	(0.00)	13.83%	(34.71)	1.10%	(10.48)	5.56%	(23.03)	1.11%	(10.54)	0.00%	(0.00)	17.89%	(38.53)	0.00%	(0.00)	16.67%	(37.58)
CT Faculty	191	6.28%	(24.33)	*	28.57%	(46.88)	NA	NA	0.00%	(0.00)	0.00%	(0.00)	21.43%	(42.58)	7.14%	(26.73)	7.14%	(26.73)	0.00%	(0.00)	0.00%	(0.00)	16.67%	(40.82)
CHS Faculty	257	14.79%	(35.57)		20.00%	(40.51)	NA	NA	5.13%	(22.35)	2.56%	(16.01)	23.08%	(42.68)	5.13%	(22.35)	2.50%	(15.81)	5.13%	(22.35)	5.13%	(22.35)	16.00%	(37.42)
Tenured/Tenure-Track Faculty	219	31.05%	(46.38)	*	54.17%	(50.18)	0.00%	(0.00)	18.84%	(39.39)	0.00%	(0.00)	4.62%	(21.15)	1.54%	(12.40)	1.54%	(12.40)	24.29%	(43.19)	0.00%	(0.00)	14.63%	(35.78)
Basic Science Department	91	27.47%	(44.88)	*	57.69%	(50.38)	0.00%	(0.00)	20.00%	(40.82)	0.00%	(0.00)	0.00%	(0.00)	4.35%	(20.85)	4.35%	(20.85)	12.00%	(33.17)	0.00%	(0.00)	21.43%	(42.58)
Clinical Department	576	16.15%	(36.83)		36.00%	(48.24)	0.00%	(0.00)	10.31%	(30.57)	1.05%	(10.26)	15.63%	(36.50)	3.16%	(17.58)	2.08%	(14.36)	16.33%	(37.15)	2.11%	(14.43)	13.79%	(34.78)

* Significant difference at $p < .05$.

**Table S7. Other Adjustments to Outside Offers, SMPH 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	2
New position (in UW)	1	International exposure	1
		Employment of valuable co-workers, personnel change	1
		Understanding	1
		Civil treatment	1
Funds			
Other Adjustments	N		
Flexible funds	1		
Backup funds	1		

Table S8. Intention to Leave, SMPH Faculty Only

	N	How likely are you to leave UW-Madison in next 3 years? **	
		Mean	Std. Dev.
Total	661	3.61	(1.36)
Women	264	3.46	(1.38) *
Men	397	3.72	(1.33)
Faculty of Color	68	3.21	(1.34) *
Majority Faculty	592	3.66	(1.35)
Non-US Citizen	42	3.62	(1.29)
US Citizen	619	3.61	(1.36)
Assistant Rank	260	3.55	(1.30)
Associate or Full Rank	401	3.66	(1.39)
CT Faculty	191	3.50	(1.39)
CHS Faculty	255	3.63	(1.31)
Tenured/Tenure-Track Faculty	215	3.70	(1.38)
Basic Science Department	89	3.69	(1.39)
Clinical Department	572	3.60	(1.35)

* Significant difference at $p < .05$.

Scale response choices included "Very likely" (1), "Somewhat likely" (2),
"Neither likely nor unlikely" (3), "Somewhat unlikely" (4),
and "Very unlikely" (5).

Table S9. Considered Reasons to Leave, SMPH Faculty Only

		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	
	N	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	618	1.70	(0.72)	1.29	(0.58)	1.99	(0.76)	1.74	(0.80)	1.38	(0.65)	1.48	(0.67)	1.77	(0.77)	1.31	(0.61)	1.35	(0.63)	1.13	(0.40)	1.39	(0.67)	1.54	(0.66)	2.13	(0.93)
Women	246	1.67	(0.69)	1.38	(0.62) *	2.04	(0.73)	1.91	(0.78) *	1.32	(0.60)	1.53	(0.69)	1.91	(0.79) *	1.47	(0.72) *	1.40	(0.66)	1.11	(0.37)	1.29	(0.58) *	1.59	(0.70)	2.00	(0.97)
Men	371	1.72	(0.75)	1.23	(0.55)	1.96	(0.78)	1.63	(0.79)	1.42	(0.68)	1.44	(0.65)	1.68	(0.75)	1.21	(0.50)	1.31	(0.61)	1.14	(0.42)	1.46	(0.71)	1.50	(0.63)	2.20	(0.91)
Faculty of Color	65	1.91	(0.80) *	1.41	(0.61)	2.16	(0.83)	1.90	(0.82)	1.38	(0.59)	1.36	(0.61)	1.77	(0.79)	1.38	(0.69)	1.42	(0.67)	1.19	(0.50)	1.25	(0.60)	1.46	(0.62)	2.00	(1.07)
Majority Faculty	552	1.67	(0.71)	1.28	(0.58)	1.97	(0.76)	1.72	(0.79)	1.38	(0.66)	1.49	(0.67)	1.77	(0.77)	1.30	(0.60)	1.34	(0.62)	1.12	(0.38)	1.41	(0.68)	1.54	(0.67)	2.14	(0.92)
Non-US Citizen	40	1.82	(0.73)	1.33	(0.65)	2.08	(0.77)	1.62	(0.67)	1.42	(0.68)	1.28	(0.51)	1.46	(0.60) *	1.25	(0.59)	1.60	(0.78) *	1.11	(0.39)	1.35	(0.63)	1.34	(0.60)	2.60	(0.89)
US Citizen	579	1.69	(0.72)	1.29	(0.58)	1.99	(0.76)	1.75	(0.80)	1.38	(0.65)	1.49	(0.67)	1.79	(0.78)	1.32	(0.61)	1.33	(0.61)	1.13	(0.40)	1.40	(0.67)	1.55	(0.66)	2.10	(0.93)
Assistant Rank	241	1.76	(0.71)	1.43	(0.66) *	2.00	(0.75)	1.78	(0.78)	1.32	(0.63)	1.63	(0.72) *	1.83	(0.77)	1.48	(0.71) *	1.47	(0.72) *	1.14	(0.42)	1.25	(0.58) *	1.52	(0.63)	2.04	(0.90)
Associate or Full Rank	377	1.66	(0.73)	1.19	(0.50)	1.99	(0.77)	1.72	(0.81)	1.42	(0.66)	1.38	(0.61)	1.73	(0.77)	1.21	(0.51)	1.27	(0.55)	1.12	(0.39)	1.49	(0.70)	1.55	(0.68)	2.16	(0.95)
CT Faculty	173	1.71	(0.73)	1.22	(0.52) *	1.92	(0.80)	1.82	(0.82)	1.10	(0.40) *	1.70	(0.74) *	1.88	(0.78) *	1.39	(0.65) *	1.33	(0.64)	1.23	(0.52) *	1.59	(0.77) *	1.68	(0.73) *	1.96	(0.93)
CHS Faculty	248	1.63	(0.69)	1.35	(0.62) *	1.99	(0.75)	1.73	(0.79)	1.39	(0.64)	1.52	(0.67)	1.88	(0.79) *	1.36	(0.67)	1.35	(0.62)	1.06	(0.24) *	1.27	(0.56) *	1.55	(0.65)	2.22	(0.93)
Tenured/Tenure-Track Faculty	199	1.77	(0.75)	1.26	(0.57)	2.05	(0.74)	1.69	(0.79)	1.59	(0.73) *	1.23	(0.49) *	1.55	(0.69) *	1.18	(0.45) *	1.36	(0.63)	1.13	(0.42)	1.37	(0.65)	1.33	(0.53) *	2.14	(0.94)
Basic Science Department	84	1.82	(0.77)	1.20	(0.52)	1.95	(0.76)	1.54	(0.72) *	1.52	(0.70) *	1.22	(0.50) *	1.43	(0.65) *	1.22	(0.52)	1.45	(0.69)	1.14	(0.41)	1.34	(0.65)	1.07	(0.26) *	1.75	(0.87)
Clinical Department	537	1.68	(0.72)	1.30	(0.59)	2.00	(0.76)	1.77	(0.80)	1.36	(0.64)	1.52	(0.68)	1.82	(0.78)	1.33	(0.62)	1.33	(0.62)	1.13	(0.40)	1.40	(0.67)	1.58	(0.67)	2.18	(0.93)

* Significant difference at $p < .05$.

Scale response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3).

**Table S10. Other Reasons to Leave UW-Madison, SMPH Faculty Only
(Full Codebook)**

Benefits		Miscellaneous	
Other Reasons to Leave	N	Other Reasons to Leave	N
"Obamacare"	1	Refuse to divulge for fear of retribution	1
Taxes	1	Cannot interpret	1
Retirement benefits	1		
Personal and Family		Career and Advancement	
Other Reasons to Leave	N	Other Reasons to Leave	N
Closer to family	4	Salary and salary process	1
Rest	1	Adjustments to administrative load, burdens	1
Better quality of life	1	To reach leadership position (e.g., chair, administrator)	6
Health issue	1	To be promoted, advancement (e.g., Full Rank)	1
Focus on personal goals (marriage, family)	1	Reduced or more flexible working hours	1
General personal or family reasons	1	Need change, challenge	1
Balance, spend more time with family	1	Leaving academia	1
Institutional and Departmental Issues		Alternative career path	1
Other Reasons to Leave	N	Develop an institution	1
Quality of, relationships with leadership and administrators	3	Regain control of professional life	1
Relationships with other companies/partners (e.g., EPIC)	1	Use my skills, have very specialized skills set	2
Institutional or departmental rank, prestige, quality	1	Eliminate the disparity between academia and real work in the trenches	1
Availability of colleagues/departments in same field, same/similar interests; intellectual community	1		
Move to private institution with more responsiveness and control	1	Research-Specific Concerns	
Improved resources		Other Reasons to Leave	N
		Research funds, costs	2
		Access to scientific technology	1
Local Characteristics		Teaching-Specific Concerns	
Other Reasons to Leave	N	Other Reasons to Leave	N
Geographic location	3	Teaching research opportunities	1
Weather	4		
Climate		Student Issues	
Other Reasons to Leave	N	Other Reasons to Leave	N
Want to feel needed, valued, respected, heard	6	Quality of students	1
General work, academic environment	3		
Join an organization/practice that shares my values, supports my goals	3		
To find or improve mentoring opportunities	2		

**Table S11. Reasons for Staying at UW-Madison, SMPH Faculty Only
(Full Codebook)**

Financial and Resource Factors		Personal Factors	
Reasons to Stay	N	Reasons to Stay	N
Facilities/Equipment/Resources/Support (nonspecific)	9	Family (general)	54
Salary	7	Spouse's/partner's job; dual-career family	17
Benefits (nonspecific)	15	Friends, social network	7
Healthcare benefits	3	Kids in school/do not want to uproot family	9
Retirement benefits	8	Age	2
Financial commitments, general	2	Personal (general)	2
		Work-life balance	2
		Mobile	1
Exogenous/Market Factors		Negative Comments	
Reasons to Stay	N	Reasons to Stay	N
No attractive outside offers/poor prospects in my field or specialty	2	Plans on/considered/ing leaving/have left	4
Real estate	1	Less and less	1
Weak economy, general job market (nonspecific)	2	People are underpaid, inadequate benefits	1
		Feel stuck, trapped	2
		Recent decline in institution or department, some shortcomings	1
		Split campus	1
Institutional Factors			
Reasons to Stay	N	"Appallingly low tenure standards"	1
Quality, characteristics of university, campus	18	Hope chair will leave soon	1
College/university leadership or administrators	2	Have had offers elsewhere, have left and returned	1
Institutional prestige, reputation, rank, rating	8	My research is not transferable	1
Centers/programs on campus	1	No opportunities to move internally or leave	1
Faculty governance, decision making processes	2	Departmental climate is extremely negative, "swimming with sharks"	1
Availability of intellectual community, campus community	1	Had previous problems with abuse or harassment	1
Campus cultural or activity offerings (e.g., arts, not institutional culture/climate)	1	Don't want to move/start over	1
Institutional loyalty, institutional pride	5	Recent decline in the city	1
Mission, Wisconsin Idea	4	Difficulty of change	1
Commitment to enhancing or improving institution (not department specific)	1	Do not feel recognized, respected	2
Memorial Union Terrace	1		
Institutional potential	1		
Department, Division, or School/College Factors		Research-specific Factors	
Reasons to Stay	N	Reasons to Stay	N
Colleagues/Collaborators (department specific)	6	Research resources, support, infrastructure, facilities	3
Environment/climate/environment/atmosphere/culture (department specific)	6	Investment in research program/research or program in progress	6
Quality, characteristics of department	10	Research opportunities	4
Departmental staff (non-faculty)	1	Research environment or culture (research specific)	9
Department chair, section chief, or leadership	14	Commitment to research quality, creativity, excellence (institutional or personal)	4
Mentoring	4	Collaborative and/or interdisciplinary opportunities, traditions	15

Loyalty to department/colleagues,
commitment to enhancing
department/program 5
Shared responsibilities, workload 2

Climate and Interpersonal Interactions

Reasons to Stay	N
General institutional climate, environment, culture	11
Happy here, comfortable, it's great, love it; good/great place to work	19
Familiarity	4
Feel appreciated/supported/needed/valued/ respected; environment has these qualities	19
Colleagues/Collaborators (general or outside their departments, faculty and staff)	71
Academic/intellectual environment	10
Support of women faculty	1
Diversity	2

Career, Job-related Issues; Advancement

Reasons to Stay	N
Career opportunities, promotion	2
Enjoy job, work	21
Established in career, here a long time	6
Leadership/administrative opportunities	2
Autonomy, academic freedom, flexibility	11
Intellectual goals/purpose; potential for future success, impact, or growth; rewarding	10
Working toward or prospects toward tenure; have tenure	2
Service and outreach opportunities	1
Inertia	8
Proximity to retirement	4
Need to show evidence of productivity	1
Job stability, security	8

Local Characteristics

Reasons to Stay	N
City of Madison/State of Wisconsin	101
Quality of life, standard of living, lifestyle	15
Location/area/region (nonspecific)	5
Community culture/climate, community engagement	15
Public Schools	8
Local political/social environment	2
Cost of living	5
Sports facilities, sports teams, outdoor activities	4
Farmer's market	1
Traffic	1

Teaching-specific Factors

Reasons to Stay	N
Teaching innovations	1
Teaching undergraduates	1
Teaching opportunities	4
Commitment to teaching, teaching mission (individual or institutional)	1
Low or reasonable teaching load	2
Quality of teaching, teaching facility	1

Student-specific Factors

Reasons to Stay	N
Quality of, working with students	16
Do not want to interrupt student progress, loyalty to graduate students	1

Other/Miscellaneous Factors

Reasons to Stay	N
Don't want to move	4
Hope for a better future	5
Improvement of past problems	1
Not applicable	1
Just started	4
No reason to leave	1
Here for the long term, no plans to leave	1
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	4
Electronic medical records	1
Healthcare system, clinic(s), clinical facility(ies)	7
Patient referral system/processes	2
Quality, characteristics of, working with patients	11
Low or reasonable clinical load	2
Backup layers/clinical service support	1
Clinical colleagues	2
Staff at Ronald McDonald House	1

**Table S12. Reasons for Considering Leaving UW-Madison, SMPH Faculty Only
(Full Codebook)**

Salary, Title, and Benefits Factors		Local Characteristics	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Salary (general)	39	In Madison/State of WI	3
Salaries are not competitive/comparable to outside institutions	4	Location, geography, geology/environment (e.g., mountains)	3
Salaries inequitable (nonspecific)	2	Weather	15
Salaries inequitable (gender)	1	Lack of diversity locally or in state, demographics	1
Salaries, titles inequitable (experience, abilities, productivity, expectations)	7	Property taxes, housing costs, cost of living	2
Salaries raised only in response to outside offer	1	City/local cultural, leisure, other activities	1
Salary raises are low, inadequate	4	Transportation: Airport, ease of travel, rail-based transportation	2
Furloughs, salary cuts, declining salary	2	Childcare availability, quality	1
Benefits ("perks", e.g., parking, healthclub/recreation, tuition remission/reduction)	1	Inequality, climate for LGBT community	1
Benefits, retirement	2		
Benefits, vacation, time off	2		
Resources/support/funding/money (non-specific)	1		
Overhead system; increasing overhead costs	3		
Other Resource Factors		Personal Factors	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Resources/support/funding/money (non-specific)	6	Family or personal (general)	10
Budget	1	Spouse/partner career opportunity; dual-career factors	11
Space/facilities	1	Proximity to family, spouse/partner	11
Start-up package	2	Health, family health issues	2
Overhead allocation system; increasing overhead costs	1	Age	1
Inequitable resource distribution/financial position	2	Work-life balance	5
Inadequate support for the specialized areas (Biological Sciences)	1	Happier overall	1
		Childcare issues	1
Institutional Factors		Research-Specific Factors	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Relationship with state government; public support or perceptions	1	Ability for my health related work to translate into action	1
Administration/leadership, leadership decisions, administrative policies and actions	9	Research opportunities, (in)ability to do own/desired research, research fit	2
Institutional flexibility/adaptability; regulations/compliance/accountability/ clerical work; bureaucracy	18	Research support not flexible	1
Institutional prestige, reputation, rank, quality	1	Research support, infrastructure, funding, facilities, technologies, environment (general)	9
Institutional mission, values, ambitions, direction	1	Quality of, commitment to research	1

Parental leave support, policies	1	Collaborative or interdisciplinary opportunities/support, availability of research collaborators	3
Lack of support for families with children with special needs	1	Insufficient time for research	4
Construction on campus buildings & grounds; split campus	1	Access to better clinical/research samples	1
No Department of Developmental Biology	1	Research and grants administration, interference with research	3
Institutional insularity	1	Research overemphasized, most supported	4
Institution that has understanding of public health	1	No interest in research	1

Departmental, School/College, or Divisional

Factors		Teaching-specific Factors	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Department or program, school or college, division (general)	2	Teaching load/responsibilities; teaching buyout	1
Climate (department or division specific)	8	Support for teaching, teaching innovation, technical support	1
Departmental mission, vision, direction, values, priorities	2	Teaching opportunities, time to teach	3
Departmental prestige, reputation, rank, standing, quality	4	Perceived lack of commitment to teaching, teaching effectiveness	1
Leadership or administrators, administrative policies or actions	28	Teaching, academics, education not valued	4
Administrative support or support staff, college or department level	3	Student-specific Factors	
Departmental or division colleagues; quality of, relationships/interactions	3	Reasons to Consider Leaving	N
Unappreciated/disrespected in department, no departmental fit, insufficient collegiality	24	Quality, characteristics of students, graduate program	2
Support for career development, professional support and continued professional education	7	Graduate students too expensive	2
Departmental resources, financial climate	1	Competing for, recruiting graduate students and postdocs	1
Distribution responsibilities	2		
Understaffed, faculty recruitment practices	2		
Lack of a degree program	1		

Career, Advancement, Job-specific Factors

Career, Advancement, Job-specific Factors		Clinical Practice Factors	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Tenure and promotion process, did not or will not receive; Expectations or standards for tenure, application	6	Clinical department or program	2
Demands/workload/hours	20	Clinical opportunities	3
Pressure to generate revenue, publications; expectations in these areas	1	Physician scientist concerns	2
Service load/burden	1	Lack of clinical support	3
Administrative load/burden	5	Changes in health care delivery, frustrations	2
Skills/expertise/specialty not utilized	2	Clinical partnerships	1
Retirement, proximity to retirement	15	EPIC software, electronic medical records	4

Want a change/new opportunities/challenge/growth; advancement opportunities	34	Clinical, patient load load; productivity expectations	17
No perceived advancement, visibility opportunities; future opportunities diminishing	6	Clinical work not valued, respected, appreciated	5
Stress levels, burnout	6	Decreasing clinical reimbursement	1
Greater autonomy, flexibility in work, working hours, position percentage	9	If no longer effective clinician	1
If no longer effective leader	1	Government-run healthcare, universal healthcare	1
Better, more mentorship opportunities	2	Nurses have too much power	1
Working collaboratively or collegially, with others	1	Interference with the primary care relationship	1
Job description, duties, expectations	5	CHS, pure MD faculty treated like second class citizens	2
Find work better aligned with philosophy, goals, values	3	Fragmentation of medical care	1
Concerns about job stability	1	Support for women's health	1
Cannot have tenure, tenure for clinical faculty members	3	Lack of focus on medicine, practicing medicine	2
More equitable job situation	1	Patient care quality, clinical excellence	1
		Change in specialty/clinical department	1
		Comprehensive clinical community	1
		Healthlink	1
		Lack of respect for patients, community	1

Climate		Other/Miscellaneous	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Institutional climate, general	8	Better climate (nonspecific)	1
Institutional climate, gender	4	None, no reason, do not want to leave	13
Institutional climate, racial and ethnic minorities	2	Positive comments, improvement of past problems	1
No culture of assessing performance or behavior, no culture of improvement or excellence	2	Desire to leave, considering leaving, wish had left when tenured	5
Unappreciated/disrespected/not valued, insufficient collegiality	23	Just started	1
Lack of diversity/diversity issues	2	Offered or sought position elsewhere (formal or informal)	4
Faculty and staff not from WI not treated well; provincialism	1	Refuse to divulge primary reason for fear of retribution	1
Colleagues, quality of or relationships and interactions with (general, or non-department specific); lack of	3	Only a small list of universities	1
"Star" culture alienates and diminishes contributions of other faculty	1	Referred to other areas of the survey (e.g., entire previous page)	1
Academic staff second class citizens	1	Not applicable	1
		Almost everything else	1
		No active recruitment efforts	1
		Most important reason	1
		Do not feel that things can change, be changed	1
		Illegible	1

APPENDIX 4: Department List

Appendix 4. Departmental Designations, 2010

UDDS	Department Name	Basic and Applied Science/ Clinical Department*
A530600	Anatomy	Basic and Applied Science
A530900	Anesthesiology	Clinical
A531200	Biostatistics & Medical Informatics	Basic and Applied Science
A532000	Family Medicine	Clinical
A532500	Medical Genetics	Basic and Applied Science
A532800	Obstetrics & Gynecology	Clinical
A533100	Medical History & Bioethics	Basic and Applied Science
A533300	Human Oncology	Clinical
A534200	Medicine	Clinical
A534300	Dermatology	Clinical
A534700	Medical Microbiology & Immunology	Basic and Applied Science
A534800	Medical Physics	Basic and Applied Science
A535100	Neurology	Clinical
A535700	Neurological Surgery	Clinical
A535900	Oncology	Basic and Applied Science
A536000	Ophthalmology & Visual Sciences	Clinical
A536100	Orthopedics & Rehabilitation	Clinical
A536300	Pathology & Laboratory Medicine	Clinical
A536700	Pediatrics	Clinical
A537200	Pharmacology	Basic and Applied Science
A537700	Biomolecular Chemistry	Basic and Applied Science
A538100	Physiology	Basic and Applied Science
A538500	Population Health Sciences	Basic and Applied Science
A538900	Psychiatry	Clinical
A539300	Radiology	Clinical
A539700	Surgery	Clinical
A539800	Urology	Clinical
Other Biological Sciences Departments and Units		
A072600	Agronomy	
A072700	Animal Science	
A072800	Bacteriology	
A073000	Biochemistry	
A073400	Dairy Science	
A073600	Entomology	
A074000	Food Science	
A074200	Genetics	
A074300	Horticulture	
A074600	Nutritional Sciences	
A074800	Plant Pathology	
A076400	Forest Ecology & Management	
A176000	Kinesiology	
A403900	Nelson Institute for Environmental Studies	
A481300	Botany	

Appendix 4. Departmental Designations, 2010

UDDS	Department Name	Basic and Applied Science/ Clinical Department*
A481800	Communicative Disorders	
A489700	Zoology	
A545000	School of Nursing	
A561000	School of Pharmacy	
A872100	Medical Sciences	
A873100	Pathobiological Sciences	
A874100	Comparative Biosciences	
A875100	Surgical Sciences	

*Applies only to departments in SMPH

APPENDIX 5: 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	Non-US Citizen	'1' if US Permanent Resident or Non-Resident Alien	TT & C
		US Citizen	'0' if US Citizen	
Sexual Orientation	Self-report, survey item 46	Gay/Lesbian	'1' if Gay or Lesbian	TT & C
		Bi/Heterosexual	'0' if Heterosexual or Bisexual	
Promotion Status	Self-report, survey item 48. If missing, Current Title is used.	Assistant Rank	'1' if title is Assistant Clinical Professor, Assistant Professor (CHS), or Assistant Professor (TT)	TT & C
		Associate or Full Rank	'0' if title is Associate Clinical Professor, Clinical Professor, Associate Professor (CHS), Professor (CHS), Associate Professor (TT), Professor (TT)	TT & C
Title Series Track	Self-report, survey item 48. If missing, Current Title is used.	Clinician-Teacher (CT)	'1' if title is Clinical Professor of any rank	TT & C
		Clinical Health Sciences (CHS)	'1' if title is Professor (CHS) of any rank	
		Tenured/Tenure-Track (TT)	'1' if title is Professor (TT) of any rank	

Variable	Source	Values	Definition	TT/C* Survey
Department Type	Self-report, survey item 49. If missing, Major Department is used.	Basic Science Department	'1' if faculty of any title series and of any rank in any SMPH department designated Basic and Applied Science (Appendix 4).	TT & C
		Clinical Department	'0' if faculty of any title series and of any rank in any SMPH department designated Clinical (Appendix 4).	
SMPH Faculty	Self-report, survey item 49. If missing, Major Department is used.	SMPH Faculty	'1' if faculty of any title series and of any rank in any SMPH department or unit (Appendix 4, UDDS code begins with A53).	TT & C
		Other Biological Sciences Division Faculty	'1' if faculty of any title series and of any rank in Biological Sciences Division departments or units <i>outside</i> of the SMPH (Appendix 4, UDDS code does <i>not</i> begin with A53).	

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