



# W I S E L I

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

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



THE UNIVERSITY  
of  
**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 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 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"/> |

4. 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"/> |

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

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# Section 1: Survey Implementation Notes

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

## Wave 1: 2003

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

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

## Wave 2: 2006

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

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

## Wave 3: 2010

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

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

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

## **Section 2: Overall Distributions**



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

For the following questions, your “**department**” is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a Center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your 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?

1998 (Median)

1a. Was this after January 1, 2006?

19.9% Yes 80.1% 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?                          | 0.0%       | 1.8%     | 23.4%    | 47.1% | 25.1%     | 2.6%  |
| b. ...the department's effort to obtain resources for you? | 1.3%       | 3.5%     | 22.0%    | 45.8% | 23.8%     | 3.5%  |
| c. ...the department faculty's efforts to meet you?        | 0.9%       | 2.6%     | 15.9%    | 41.0% | 33.0%     | 6.6%  |
| d. ...your interactions with the search committee?         | 0.9%       | 1.8%     | 11.0%    | 42.7% | 30.4%     | 13.2% |
| e. ...your start up package?                               | 2.2%       | 6.6%     | 26.4%    | 45.4% | 16.3%     | 3.1%  |

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

3. 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?                         | 2.1 (mean) |
| b. ...how many additional colleagues in your department are potential research collaborators?             | 3.5 (mean) |
| c. ...how many colleagues <u>outside</u> your department do you collaborate with on research?             | 3.5 (mean) |
| d. ...how many additional colleagues <u>outside</u> your department are potential research collaborators? | 7.9 (mean) |

4. 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?                        | 7.5%       | 11.0%    | 22.0%    | 34.5% | 19.6%     | 5.4% |
| b. ...how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison? | 3.6%       | 8.5%     | 24.7%    | 35.6% | 21.1%     | 6.5% |
| c. ...how much is interdisciplinary research recognized and rewarded by your department?                              | 8.0%       | 13.1%    | 27.4%    | 33.3% | 13.1%     | 5.2% |
| d. ...how interdisciplinary is your current research?   | 4.3%       | 8.3%     | 25.3%    | 34.3% | 24.9%     | 2.9% |
| e. ...how mainstream is your current research within your department?   | 9.8%       | 17.7%    | 32.1%    | 27.9% | 8.0%      | 4.6% |

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

Top 4 responses: (1) Provide funding/grants for interdisciplinary research, programs, administration, including seed grants; (2) Support interdisciplinary research during, reward in tenure and promotion processes; (3) Nothing additional needed, the process is fine; (4) Criticism of current interdisciplinary opportunities, experiences, institution, morale.

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

**6. Are you tenured?**

↙ **78.8%** Yes **19.6%** No → Go to question 7

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

↙ **62.8%** No **19.3%** Yes → Go to question 15

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

↙ **18.8%** Yes **58.6%** 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?                                   | 2.4%       | 5.8%     | 34.1%    | 44.6% | 11.8%     | 1.3%  |
| b. ...the <u>research</u> expectations for achieving tenure?               | 2.4%       | 5.0%     | 26.3%    | 48.6% | 16.3%     | 1.6%  |
| c. ...the <u>teaching</u> expectations for achieving tenure?               | 2.1%       | 8.7%     | 30.5%    | 42.3% | 12.9%     | 3.7%  |
| d. ...the <u>service</u> expectations for achieving tenure?                | 5.0%       | 15.2%    | 36.0%    | 31.5% | 9.2%      | 3.2%  |
| e. ...the <u>outreach and extension</u> expectations for achieving tenure? | 14.4%      | 15.0%    | 22.6%    | 14.4% | 6.0%      | 27.6% |
| f. ...the <u>clinical</u> expectations for achieving tenure?               | 6.0%       | 2.9%     | 6.6%     | 3.9%  | 0.8%      | 80.8% |

**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?   | 7.6%       | 7.4%     | 32.3%    | 33.3% | 11.6%     | 7.9%  |
| b. ...how clearly are/were the criteria for tenure communicated?  | 3.9%       | 11.6%    | 35.4%    | 33.9% | 11.0%     | 4.2%  |
| c. ...how much are/were your other responsibilities reduced so you could build your research program?                             | 10.8%      | 17.6%    | 33.9%    | 24.9% | 6.6%      | 6.3%  |
| d. ...how supported do/did you feel in your advancement to tenure?  | 3.7%       | 6.6%     | 23.1%    | 41.5% | 18.1%     | 7.1%  |
| e. ...how consistent are the messages you received from senior colleagues about the requirements for tenure?                      | 7.1%       | 11.0%    | 25.7%    | 40.4% | 10.2%     | 5.5%  |
| f. ...how well does/did the way you do research, teaching and service fit with the way they are/were evaluated for tenure?        | 3.4%       | 9.5%     | 28.6%    | 39.4% | 9.2%      | 10.0% |
| g. ...how consistent are/were the criteria for tenure with the stated responsibilities of your position at the time of your hire? | 4.5%       | 8.7%     | 21.5%    | 44.4% | 11.8%     | 9.2%  |

**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? | 0.3%    | 11.6%        | 53.0%                  | 8.4%            | 3.4%       | 23.4% |
| b. ...your divisional committee?             | 0.3%    | 2.4%         | 42.8%                  | 13.4%           | 5.0%       | 36.2% |

**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? | 1.8%             | 2.4%             | 10.8%                               | 39.1%       | 18.1%       | 27.8% |
| b. ...your divisional committee?             | 1.6%             | 2.1%             | 12.3%                               | 31.8%       | 11.3%       | 40.9% |

| 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?   | 8.9%       | 11.6%    | 24.7%    | 33.3% | 17.6%     | 3.9%  |
| b. Official mentors at UW-Madison, within your department?  | 5.0%       | 9.5%     | 17.3%    | 36.8% | 26.8%     | 4.7%  |
| c. Other mentors at UW-Madison, within your department?   | 4.2%       | 8.4%     | 26.5%    | 33.3% | 15.8%     | 11.8% |
| d. Mentors at UW-Madison, outside your department?  | 7.9%       | 8.7%     | 22.3%    | 24.2% | 12.9%     | 24.2% |
| e. Mentors outside UW-Madison?  | 12.6%      | 10.8%    | 20.5%    | 19.4% | 11.6%     | 25.2% |
| f. Department feedback on your progress?  | 5.8%       | 12.6%    | 29.7%    | 32.6% | 9.7%      | 9.7%  |
| g. Peers at UW-Madison?   | 4.7%       | 12.6%    | 29.9%    | 34.1% | 9.2%      | 9.5%  |
| h. Peers outside UW-Madison?  | 13.1%      | 18.1%    | 25.5%    | 20.2% | 4.7%      | 18.4% |
| i. Workshops?   | 16.8%      | 13.4%    | 20.2%    | 17.1% | 5.0%      | 27.6% |
| j. Websites?  | 24.7%      | 17.9%    | 18.9%    | 6.3%  | 0.3%      | 32.0% |
| k. Sample dossiers?   | 8.4%       | 7.1%     | 16.3%    | 26.3% | 13.4%     | 28.6% |
| l. Other? Please specify: <u>Top 2: Dept Secretary, Divisional Cmte</u>                                   | 0.8%       | 0.3%     | 0.3%     | 0.3%  | 2.1%      | 96.3% |

**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?**

9.2% Yes, within the past year  
19.7% Yes, more than a year ago but within the past five years  
4.7% Yes, more than five years ago  
65.4% No → Go to question 14

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

|                      |                          |   |                        |                    |                   |
|----------------------|--------------------------|---|------------------------|--------------------|-------------------|
| Very<br>unsupportive | Somewhat<br>unsupportive | Neither<br>unsupportive<br>nor supportive | Somewhat<br>supportive | Very<br>supportive | Not<br>applicable |
| 3.9%                 | 6.3%                     | 3.9%                                      | 7.8%                   | 74.2%              | 3.9%              |

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

**Top 3 responses: (1) Make criteria/expectations/processes clear, standardized, stable; apply consistently to all candidates; recognize disciplinary differences; (2) Satisfied with the process, adequate resources available; (3) Remove/reduce teaching requirement(s)/load; course release.**

**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?            | 1.6 (mean)        |
| b. ...how many classes primarily for graduate or professional students did you teach? | 4.5 (mean)        |

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

8.5% Yes 89.6% No → Go to question 17

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



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

6.7% Yes 87.5% No → Go to question 18

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

16.9 (mean)

weeks

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

Number

|  |            |
|--|------------|
| a. Undergraduate students?                         | 5.6 (mean) |
| b. Graduate or professional students?              | 5.6 (mean) |
| c. Postdoctoral associates, residents, or fellows? | 1.5 (mean) |
| d. Informal student advisees?                      | 4.5 (mean) |

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

Number

|   |            |
|---|------------|
| a. Departmental committees?   | 2.9 (mean) |
| b. University, school, divisional, or hospital committees?  | 1.8 (mean) |
| c. External committees or boards related to your discipline such as accreditation, editor of a journal, or officer of a professional association? | 2.2 (mean) |

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

Number

|  |            |
|--|------------|
| a. Papers for publication in peer-reviewed journals?   | 4.2 (mean) |
| b. Papers for presentation at conferences?   | 4.0 (mean) |
| c. Books: authored?  | 0.2 (mean) |
| d. Books: edited?  | 0.2 (mean) |
| e. Chapters in books?  | 1.0 (mean) |
| f. Other scholarly or creative works? Please specify: <b>Top 2: Music/Recitals, Exhibits</b> | 1.4 (mean) |
| g. Grant proposals?  | 2.8 (mean) |

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

57.3 hours (mean)

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

Percent of time (mean)

|  |             |
|--|-------------|
| a. Teaching (including preparing materials for class, lecturing, etc.)   | 24.1 %      |
| b. Meeting or communicating with students outside of class (office hours, advising, supervising research, writing letters of recommendation, etc.) | 13.5 %      |
| c. Scholarship or conducting research (including writing, attending professional meetings, etc.)   | 31.9 %      |
| d. Fulfilling administrative responsibilities  | 13.8 %      |
| e. Fulfilling committee work/University service  | 7.6 %       |
| f. External paid consulting  | 1.0 %       |
| g. Clinical work   | 3.0 %       |
| h. Extension/Outreach activities   | 3.9 %       |
| i. Other work-related activities; please specify: <b>Top Response: Reviewing manuscripts</b>   | 1.3 %       |
| <b>TOTAL</b>   | <b>100%</b> |

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

Much too light 0.0% Too light 0.3% Just right 36.2% Too heavy 47.1% Much too heavy 13.0%

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

| <b>24. Thinking about interactions with colleagues and others in your department, how often...</b>           |  | Never      | Rarely   | Sometimes | Often | Very often    | NA   |
|--|--|------------|----------|-----------|-------|---------------|------|
| a.   | ...are you treated with respect by colleagues?   | 0.3%       | 1.9%     | 8.9%      | 32.3% | 55.4%         | 1.3% |
| b.   | ...are you treated with respect by students?   | 0.0%       | 0.3%     | 4.0%      | 31.5% | 62.8%         | 1.4% |
| c.   | ...are you treated with respect by staff?  | 0.0%       | 0.9%     | 5.7%      | 27.5% | 64.6%         | 1.3% |
| d.   | ...are you treated with respect by your department chair?  | 1.1%       | 3.9%     | 7.8%      | 21.0% | 57.7%         | 8.5% |
| e.   | ...do you feel excluded from an informal network in your department?   | 20.6%      | 34.3%    | 26.5%     | 8.9%  | 7.2%          | 2.4% |
| f.   | ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service?                             | 1.8%       | 10.0%    | 35.1%     | 33.3% | 18.6%         | 1.3% |
| g.   | ...do you do work that is not formally recognized by your department?  | 4.0%       | 15.1%    | 36.8%     | 25.6% | 16.1%         | 2.4% |
| h.   | ...do you feel isolated in your department?  | 23.9%      | 30.8%    | 27.3%     | 9.9%  | 6.9%          | 1.2% |
| i.   | ...do you feel isolated on the UW campus overall?  | 25.0%      | 34.9%    | 26.9%     | 7.6%  | 4.3%          | 1.4% |
| <b>25. Thinking about interactions with colleagues and others in your department...</b>                      |  | 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?                                 | 6.3%       | 9.0%     | 22.4%     | 34.0% | 20.5%         | 7.7% |
| b.   | ...how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?   | 10.1%      | 17.3%    | 27.3%     | 27.5% | 11.3%         | 6.6% |
| c.   | ...how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?                                     | 1.2%       | 6.0%     | 26.6%     | 46.0% | 15.4%         | 4.8% |
| d.   | ...how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement? | 31.7%      | 26.9%    | 22.2%     | 7.8%  | 5.9%          | 5.6% |
| e.   | ...how valued by your colleagues is your research and scholarship?   | 2.8%       | 11.1%    | 36.3%     | 37.6% | 9.2%          | 3.0% |
| f.   | ... how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?                                | 30.6%      | 13.6%    | 24.7%     | 16.3% | 5.1%          | 9.7% |
| g.   | ... how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?                                  | 8.5%       | 12.5%    | 27.4%     | 31.1% | 11.9%         | 8.6% |
| h.   | ...how well do you fit into your department or unit?   | 2.2%       | 8.2%     | 29.4%     | 42.6% | 15.5%         | 2.2% |
| <b>26. Thinking about your participation in the decision-making process in your department, how often...</b> |  | Never      | Rarely   | Sometimes | Often | Almost always | NA   |
| a.   | ...do you have a voice in the decision-making that affects the direction of your department?   | 2.8%       | 11.1%    | 26.9%     | 32.9% | 24.2%         | 2.0% |
| b.   | ...do you have a voice in how resources are allocated?   | 9.0%       | 23.3%    | 31.0%     | 21.1% | 12.5%         | 3.0% |
| c.   | ...do meetings allow all participants to share their views?  | 0.8%       | 5.0%     | 14.7%     | 39.2% | 38.1%         | 2.3% |
| d.   | ...do committee assignments rotate fairly?   | 3.4%       | 8.5%     | 24.1%     | 37.8% | 20.2%         | 6.1% |
| e.   | ...does your department chair involve you in decision-making?  | 6.4%       | 12.1%    | 26.4%     | 30.8% | 17.3%         | 7.1% |

**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....                           | 2.0%          | 5.4%     | 16.3%    | 49.7%    | 24.3%         | 2.4%       |
| b. In my department, the climate for <u>women</u> is....                  | 1.4%          | 4.0%     | 12.9%    | 48.1%    | 23.5%         | 10.1%      |
| c. In my department, the climate for <u>faculty of color</u> is...        | 0.8%          | 3.7%     | 10.9%    | 31.5%    | 13.4%         | 39.7%      |
| d. In my school or college, the overall climate is....                    | 1.5%          | 4.2%     | 20.5%    | 53.11%   | 10.4%         | 10.2%      |
| e. In my school or college, the climate for <u>women</u> is....           | 0.8%          | 2.4%     | 14.7%    | 46.1%    | 15.0%         | 21.1%      |
| f. In my school or college, the climate for <u>faculty of color</u> is... | 0.6%          | 3.0%     | 14.1%    | 29.2%    | 10.2%         | 42.9%      |

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

| ...how much do you agree or disagree with the following statements about commitment to diversity at UW-Madison? | Strongly disagree | Somewhat disagree | Slightly disagree | Neither agree nor disagree | Slightly agree | Somewhat agree | Strongly agree |
|---|-------------------|-------------------|-------------------|----------------------------|----------------|----------------|----------------|
| a. Commitment to diversity is demonstrated in my department.  | 2.9%              | 4.6%              | 4.6%              | 12.7%                      | 15.2%          | 27.4%          | 31.1%          |
| b. Commitment to diversity is demonstrated at the UW-Madison.   | 1.9%              | 4.1%              | 5.3%              | 10.2%                      | 18.0%          | 34.9%          | 23.6%          |
| c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.                     | 0.5%              | 0.9%              | 0.9%              | 8.8%                       | 9.6%           | 27.4%          | 50.3%          |

**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?

**69.6%** Yes **28.0%** 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?      | 10.5%              | 12.5%    | 10.6%             | 6.4%    | 3.3%   | 0.8%  | 52.4%              |
| b. ...meet with other mentors within your department?     | 11.6%              | 6.7%     | 12.1%             | 12.6%   | 5.8%   | 1.0%  | 46.6%              |
| c. ...meet with other mentors outside your department?    | 14.7%              | 7.1%     | 11.2%             | 8.1%    | 2.5%   | 1.1%  | 51.8%              |

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

**56.0%** Yes **22.6%** No **18.0%** 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.*

**89.6%** Never **4.6%** 1 to 2 times **0.8%** 3 to 5 times **0.3%** More than 5 times

| 33. Thinking about sexual harassment at UW-Madison...  | Not at all | A little | Somewhat | Very  | Extremely | Don't know |
|--|------------|----------|----------|-------|-----------|------------|
| a. ...how seriously is sexual harassment treated on campus?  | 0.8%       | 2.3%     | 12.7%    | 35.1% | 19.0%     | 28.2%      |
| b. ...how common is sexual harassment on campus?   | 3.2%       | 16.3%    | 14.6%    | 4.0%  | 0.5%      | 59.4%      |
| c. ...how well do you know the steps to take if a person comes to you with a problem with sexual harassment? | 5.3%       | 14.3%    | 32.3%    | 25.3% | 10.8%     | 10.1%      |
| d. ...how effective is the process for resolving complaints about sexual harassment at UW-Madison?           | 1.0%       | 3.0%     | 10.5%    | 11.3% | 3.1%      | 69.0%      |

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

| 34. In general, how satisfied are you...              | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|---|-------------------|-----------------------|------------------------------------|--------------------|----------------|
| a. ...being a faculty member at UW-Madison?           | 3.6%              | 10.9%                 | 5.5%                               | 34.3%              | 44.7%          |
| b. ...with your career progression at the UW-Madison? | 4.1%              | 10.9%                 | 6.2%                               | 35.9%              | 41.6%          |

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

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

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

**Top 3 responses: (1) Salary; (2) Research/grant administration; (3) Excessive workload.**

**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?**

27.7% Yes      70.0% No → Go to question 38

| 37. Has that formal or informal outside job offer(s) resulted in adjustments to... | Yes   | No    |
|--|-------|-------|
| a. ...salary?  | 66.4% | 31.3% |
| b. ...summer salary?   | 7.3%  | 86.0% |
| c. ...administrative responsibilities?   | 12.2% | 83.1% |
| d. ...course load?   | 8.8%  | 85.4% |
| e. ...clinical load?   | 1.2%  | 87.1% |
| f. ...leave time?  | 5.3%  | 88.3% |
| g. ...special timing of tenure clock?  | 2.6%  | 89.8% |
| h. ...equipment, laboratory, or research startup?                                  | 23.6% | 70.6% |
| i. ...employment for spouse or partner?  | 3.5%  | 88.6% |
| j. ...other? Please specify: <b>Top 2: Flexible funds, research funds</b>          | 9.7%  | 46.9% |

**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 |
| <b>9.9%</b> | <b>16.5%</b>    | <b>18.8%</b>                | <b>20.2%</b>      | <b>32.0%</b>  |

| 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?  | 24.3%      | 36.0%          | 33.0%             | 6.7%  |
| b. To improve your prospects for tenure?   | 46.3%      | 6.7%           | 2.4%              | 44.7% |
| c. To enhance your career in other ways?   | 22.9%      | 40.4%          | 27.3%             | 9.4%  |
| d. To find a more supportive work environment?   | 46.7%      | 25.4%          | 19.6%             | 8.3%  |
| e. To increase your time to do research?   | 44.9%      | 28.8%          | 17.4%             | 8.9%  |
| f. To pursue a nonacademic job?  | 67.6%      | 14.3%          | 4.5%              | 13.7% |
| g. To reduce stress?   | 48.8%      | 27.5%          | 13.7%             | 10.0% |
| h. To address child-related issues?  | 67.0%      | 8.3%           | 2.7%              | 22.1% |
| i. To improve the employment situation of your spouse or partner?                                | 57.0%      | 15.4%          | 11.3%             | 16.3% |
| j. To lower your cost of living?   | 77.5%      | 7.8%           | 2.0%              | 12.6% |
| k. Retirement?   | 59.9%      | 14.7%          | 10.4%             | 15.0% |
| l. To adjust your clinical load?   | 42.0%      | 3.6%           | 0.8%              | 53.7% |
| m. Other? Please specify: <b>Top 2: Closer to family, weather</b>                                | 8.3%       | 4.0%           | 8.6%              | 79.1% |

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

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

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

Top 3 responses: (1) Salary; (2) Want advancement opportunities; (3) Resources/funding.

| 41. Thinking about all university, school or college, and departmental resources, how satisfied are you with the <u>resources</u> UW-Madison provides... | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied | NA    |
|--|-------------------|-----------------------|------------------------------------|--------------------|----------------|-------|
| a. ...to support your <u>research and scholarship</u> ?  | 11.1%             | 18.5%                 | 9.9%                               | 35.7%              | 23.0%          | 1.7%  |
| b. ...to support your <u>teaching</u> ?  | 7.3%              | 15.5%                 | 19.2%                              | 33.5%              | 19.6%          | 4.9%  |
| c. ...to support your <u>clinical work</u> ?   | 0.4%              | 1.6%                  | 2.0%                               | 4.6%               | 2.3%           | 89.1% |
| d. ...to support your <u>extension or outreach activities</u> ?  | 3.7%              | 7.4%                  | 11.9%                              | 14.2%              | 7.7%           | 55.2% |

42. How satisfied are you with your salary?

| Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|-------------------|-----------------------|------------------------------------|--------------------|----------------|
| 21.0%             | 28.2%                 | 11.3%                              | 25.5%              | 13.0%          |

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

43. What is your sex? 65.9% Male 34.1% Female

44. Are you Hispanic or Latino? 4.1% Yes 96.0% No

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

2.0% African American or Black 84.8% Caucasian or White  
 9.6% Asian 0.2% Native Hawaiian or other Pacific Islander  
 0.9% American Indian or Alaskan Native 2.7% Other; please explain:

46. What is your sexual orientation?

93.0% Heterosexual 2.2% Gay or Lesbian 1.4% Bisexual

47. What is your citizenship status?

89.4% U.S. Citizen 8.2% U.S. Permanent Resident 1.5% Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

48. What is your current title?

20.1% Assistant Professor 20.2% Associate Professor 59.7% Professor  
 0.0% Assistant Professor (CHS) 0.0% Associate Professor (CHS) 0.0% Professor (CHS)  
 0.0% Clinical Assistant Professor 0.0% Clinical Associate Professor 0.0% Clinical Professor  
 0.0% Other, please specify

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

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

## **Section 3: Executive Summary**



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

### **Executive Summary**

#### **Introduction**

The *Study of Faculty Worklife at UW-Madison* is 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<sup>1</sup>. 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.

#### **Methodology**

To date, three waves of this study have been implemented, in 2003, 2006, and 2010.<sup>2</sup> In each wave, all tenured and tenure-track (TT) faculty at UW-Madison as well as clinical faculty in the School of Veterinary Medicine (SVM) have been included in the sample<sup>3</sup>. The University of Wisconsin Survey Center has administered all *Study of Faculty Worklife at UW-Madison* surveys as a paper survey mailed to the homes of faculty.

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

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

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.

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<sup>1</sup> 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.

<sup>2</sup> For reports detailing the response rates and findings of the 2003 and 2006 waves of the study, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

<sup>3</sup> Because all clinical faculty were surveyed in 2010, the SVM clinical faculty responses are included with the clinical faculty report and not in this TT report. See ([http://wiseli.engr.wisc.edu/docs/Report\\_Wave3\\_2010C.pdf](http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf)) for these results.

<sup>4</sup> This Executive Summary's accompanying document, "Results from the 2010 *Study of Faculty Worklife at UW-Madison*", includes a complete copy of the survey instrument, data tables, descriptive summaries of all sections, and variable construction notes. It can be accessed at the WISELI website ([http://wiseli.engr.wisc.edu/docs/Report\\_Wave3\\_2010TT.pdf](http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010TT.pdf)).

<sup>5</sup> A detailed description of the construction of all variables is included in the full results report ([http://wiseli.engr.wisc.edu/docs/Report\\_Wave3\\_2010TT.pdf](http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010TT.pdf)), Appendix 3.

## **Results**

During the Spring semester, 2,141 UW-Madison TT faculty received 2010 wave survey instruments. Of those, 1,189 responded, for a 56% response rate.

### **Differential Response by Demographic Characteristics**

The 56% response rate to the 2010 *Worklife* survey suggests that a large segment of tenured and tenure-track (TT) faculty at UW-Madison are represented in survey responses. Although response rates did vary across different groups of faculty, the pool of respondents is reasonably representative of the UW-Madison faculty.

Women were more likely than Men to respond, with 61% of Women TT faculty responding to the survey compared to 53% of Men faculty. Women Faculty of Color responded at similar rates to Majority Women faculty, but Men Faculty of Color, particularly Asian men, tended to respond at much lower rates than Majority Men.

Across different divisions, the Arts & Humanities faculty had the lowest response at 52%, and the Biological Sciences had the strongest at 57%. Comparing across schools and colleges, faculty in the School of Human Ecology had the highest response while the Business School faculty were least likely to respond.

Tenured and Untenured faculty had similar response rates, although full professors were slightly more likely to respond compared to associate or assistant professors.

### **Hiring**

Overall, faculty members were very satisfied with their hiring experience at UW-Madison. They were least satisfied with their startup packages, and most pleased with their interactions with search committees.

No gender differences were found in satisfaction with the hiring process. Faculty of Color were significantly more satisfied with their departments' efforts to meet them during the hiring process. Science Department faculty were less satisfied with each element of the hiring process we inquired about, sometimes significantly so. Perhaps the most striking finding in this section relates to faculty who considered their research to be Non-Mainstream. As a group, they were significantly less satisfied than Mainstream faculty on each of the measures, except for satisfaction with startup packages.

### **Collaboration**

The faculty were generally satisfied with their opportunities for research collaborations both within and outside their departments. The group as a whole reported that their research was somewhat interdisciplinary, and that interdisciplinary research was only somewhat recognized and rewarded by their departments.

Women faculty, Faculty of Color, and faculty who perform Non-Mainstream research reported a number of similar experiences in the area of collaboration. Responses to questions about collaboration within and outside of their departments, and outside of UW-Madison, indicate that these three groups engaged in fewer research collaborations with colleagues, perceived fewer potential collaborators in each realm, and used their networks less effectively<sup>6</sup> than their comparison groups. Furthermore, they are all significantly more dissatisfied with their intra- and inter-departmental opportunities for collaboration. Faculty from Science Departments have the most success with research collaboration. Compared to their Non-Science peers, faculty in the Science departments had more current collaborators, perceived more potential collaborators, and used their networks more effectively. This difference is not accounted for by

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<sup>6</sup> We defined "network utilization" as the ratio of actual collaborators to potential collaborators.



the higher proportions of Women faculty, Faculty of Color, and Non-Mainstream faculty among the Non-Science disciplines.

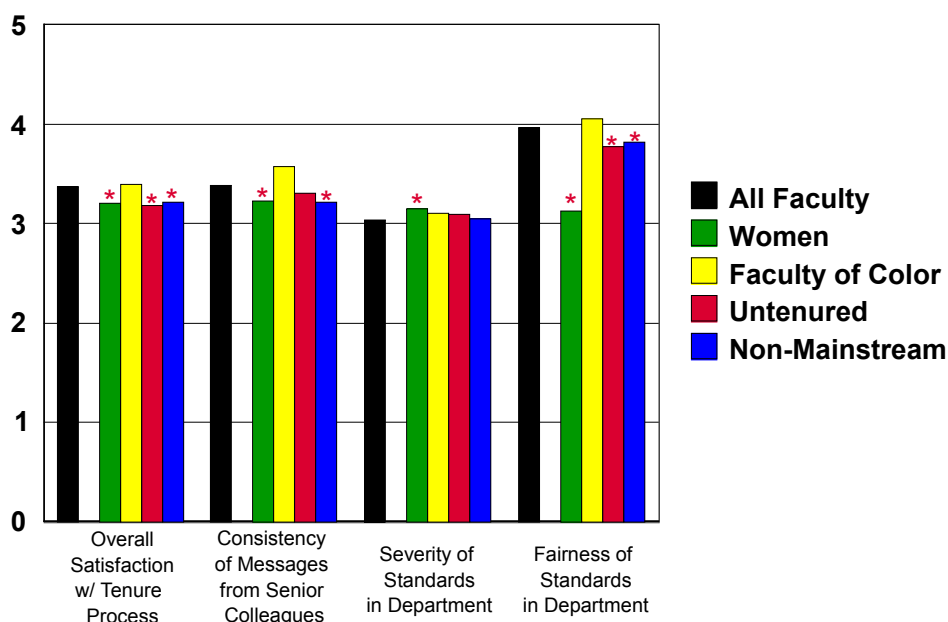
When asked in an open-ended question what UW-Madison could do to better support faculty engaged in interdisciplinary research, the faculty most frequently suggested (1) increased funding; (2) inclusion and validation in tenure, merit, and promotion processes; (3) facilitating the formation and maintenance of collaborative relationships; and (4) removing institutional barriers to collaboration. However, a substantial number of respondents also responded by saying that nothing additional needs to be done, and that UW-Madison is already a good place in which to collaborate.

### Tenure Process at UW-Madison

In general, the faculty at UW-Madison reported understanding the criteria for achieving tenure well and a moderate satisfaction with the experience overall. They felt that departmental and executive committees set standards of excellence for tenure evaluations at an appropriate level and that departmental and divisional committees applied those standards fairly.

Among the divisions, Physical Sciences faculty were the most satisfied with the tenure process, while Arts & Humanities faculty were the least satisfied. The experiences of Women faculty, Untenured faculty and Non-Mainstream faculty were significantly more negative for many measures in this section in relation to their comparison groups. This lower level of satisfaction extends to questions regarding the tenure process overall and in specific areas, such as feeling supported during the process, and understanding the clarity of general and specific tenure expectations and criteria. There were very few differences between Faculty of Color and Majority faculty regarding the tenure process.

**Figure 1. Selected Means, Tenure Items**



\* Indicates significant t-test,  $p < .05$ , with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Untenured vs. Tenured, Non-Mainstream vs. Mainstream. Higher values indicate higher levels of satisfaction, consistency, severity, and fairness.

When considering the appropriateness of the standards of excellence for tenure evaluation that departmental and divisional committees set and the extent to which these standards were applied fairly, Women faculty reported that both departmental and divisional committees set standards that were

somewhat or too severe and applied them arbitrarily. Though the difference was not significant, Faculty of Color also reported that the standards their departmental committees set were somewhat or too severe. Among the divisions, Physical Sciences faculty believed that both committees set standards that were not severe and that both applied standards fairly, while Arts & Humanities faculty believed that departmental committees' standards were too severe and too arbitrary. Untenured faculty and Non-Mainstream faculty also reported that their departmental and divisional committees were more arbitrary.

In the final item for this section, we asked faculty members an open-ended question about what UW-Madison could do to improve the tenure process for junior faculty. The most common suggestions related to (1) the clarity, consistency, and stability of criteria for achieving tenure; (2) removing or reducing faculty members' teaching requirements; and (3) improved mentoring programs. However, a substantial number of respondents also indicated that they are satisfied with the current process.

### **Workload**

In this section, we explored the distribution of academic activities and work across different faculty groups at UW-Madison. The faculty reported working an average of about 57 hours per week, spending the most time on scholarship and research, teaching, administrative tasks, and meeting with students. The faculty felt that their workload was somewhat but not excessively heavy.

We found substantial differences among faculty groups throughout this section. The types of courses taught differed primarily by division. For example, Biological Sciences faculty taught the fewest undergraduate courses but by far the most graduate or professional courses, while Arts & Humanities faculty taught the most undergraduate and the fewest graduate or professional courses. In the area of student advising, Women faculty had fewer graduate, professional, or postdoctoral student advisees, and more informal advisees. Non-US Citizen faculty advised fewer students overall compared to US Citizen faculty. Additionally, the number of graduate student advisees was significantly higher for Non-Science Department faculty than for Science Department faculty. Science Department and Untenured faculty reported doing less internal (departmental or university committees) service work than Non-Science and Tenured faculty, and Women faculty had less external committee or board service activity than did Men faculty.

Regarding academic productivity in the last calendar year, the faculty focused on submitting journal articles, conference papers and presentations, and grant proposals more than other forms of academic output. Women faculty produced a significantly lower number of edited books and chapters, compared to Men. Women faculty also produced fewer articles and conference papers and presentations. Science Department faculty produced the most articles, conference papers and presentations, and grant proposals.

Concerning workload and perception of its heaviness, Women faculty reported working significantly less hours per week than Men faculty (56 vs. 58 hours), but were more likely than men to declare that their workload was too heavy. In contrast, Biological Sciences faculty reported working the most hours per work week among the divisions, but felt that their workload was the least onerous. Arts & Humanities faculty reported the shortest work week among the divisions by approximately two hours. On average faculty in Science Departments reported working more hours per week than faculty in Non-Science Departments, as did Untenured faculty compared to Tenured faculty.

### **Climate<sup>7</sup>**

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

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<sup>7</sup> 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."

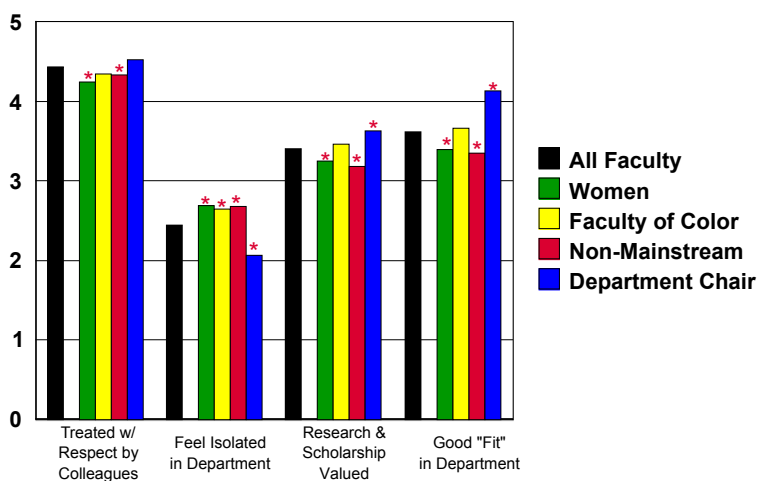
climate, the climate for Women, and the climate for Faculty of Color at the department and school or college levels.

The faculty as a whole reported a fairly positive climate overall in terms of their personal experiences. For example, they were often treated with respect by others in their departments, including colleagues, students, staff, and their chairs. They had relatively positive interactions with others in their departments, including such particulars as feeling that they were solicited for their opinions on work-related matters and that their research and scholarship was usually valued by their colleagues. Additionally, faculty members rarely felt isolated in their departments or on the campus at large, and believed they were usually a good fit in their departments. In thinking about their voice in departmental decision-making processes, faculty members reported that they do have a voice and that all meeting participants are able to participate. However, they did report that they only sometimes have a voice in their department's resource allocation activities.

We also asked the faculty to rate the experience of climate for others. The faculty believed that the climate in their departments is generally positive, and that the climate at the school or college level is also positive (but less so than in the department). They perceived the climate for women to be positive at both levels, and gave slightly lower (but still positive) ratings of the climate for faculty of color.

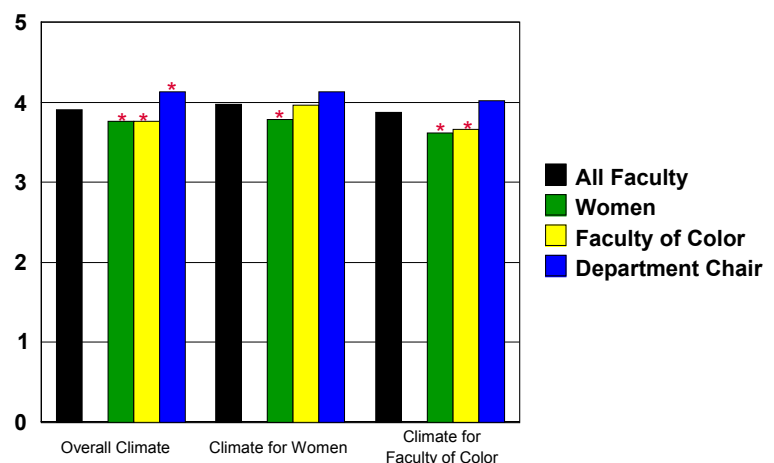
Looking to differences among faculty, survey results show that the climate scores for some faculty groups were consistently more negative than those of their comparison groups. Women faculty were less satisfied with climate on all measures for the 2010 survey, significantly so for most. Additionally, Faculty of Color were also significantly less satisfied on some measures, including being treated with less respect by students in their departments, feeling excluded from an informal network in their departments, and feeling isolated in their departments and on the UW-Madison campus. Faculty of Color also reported that they had to work much harder to be perceived as legitimate scholars. Among the divisions, Arts & Humanities faculty were the least satisfied with their climate experience, while Social Studies faculty reported being the most satisfied. Finally, Non-Mainstream faculty were less satisfied with their personal experiences of climate and gave less positive ratings of the climate experiences for other groups. These findings are consistent with previously reported experiences of climate by Women, Faculty of Color, and Non-Mainstream faculty in Waves 1 and 2 of the study.

**Figure 2. Selected Means, Climate Items**



\* Indicates significant t-test,  $p < .05$ , with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Non-Mainstream vs. Mainstream, Chair vs. Not Chair. Higher values indicate higher levels of respect, isolation, value of research, "fit".

**Figure 3. Selected Means, Climate Items**



\* Indicates significant t-test,  $p < .05$ , with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Chair vs. Not Chair. Higher values indicate more positive climate.

## **Diversity<sup>8</sup>**

In this section we asked the faculty a series of questions regarding the demonstrated commitment to diversity in their departments and at UW-Madison, their personal commitment to increasing diversity at the institution, and if they have taken intentional actions to increase diversity in the 6 months prior to completing the survey. Overall, the faculty agreed slightly that commitment to diversity is demonstrated at both the departmental and campus levels, but agreed more strongly that they are personally committed to increasing diversity among faculty, staff, and students. The majority (about 71%) indicated that they had intentionally engaged in an action intended to increase diversity.

For some faculty groups, those who perceived the least amount of demonstrated commitment to diversity from the campus or department tended to be the most personally committed to increasing it. For example, compared to Men and Majority Faculty, Women and Faculty of Color reported seeing less demonstrated diversity commitment at both the department and the university levels, being more personally committed to increasing diversity on the campus, and engaging in more intentional actions to increase diversity. However, there are some counter examples in which groups that perceived a strong campus and departmental commitment to diversity were also highly committed to increasing it. Faculty from the Social Studies (compared to all other divisions) saw the highest demonstrated commitment to diversity at the departmental level, were the most committed to increasing diversity, and reported performing the most actions to increase diversity. Likewise, Department Chairs perceived a higher demonstrated commitment to diversity (especially in their departments), were more committed personally, and reported engaging in more actions to increase diversity than Non-Chairs.

Science Department faculty were less personally engaged in increasing diversity, but were more likely to report that a commitment to diversity was demonstrated at the institutional level. Non-Mainstream faculty perceived less commitment to diversity demonstrated at both department and campus levels, but were no more committed to increasing diversity themselves than were Mainstream faculty.

## **Mentoring**

In this section, we asked faculty members how often they met with their mentors, inside and outside of their departments in the academic year. On average, faculty members met with their mentors between 13 and 17 times per year. Approximately 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. A large proportion of the faculty (about 71%) felt that they received adequate mentoring while at UW-Madison.

Faculty members in the Biological Sciences engaged in much more mentoring, especially with other mentors in their departments, than did faculty in other divisions, while those in the Arts & Humanities were the least engaged in mentoring. Untenured faculty reported having considerably fewer mentors within their department, but were also the least likely to say that they had no mentors. Women faculty, Arts & Humanities faculty, and Non-Mainstream faculty all reported that they did not receive adequate mentoring at UW-Madison in relation to their comparison groups. This finding holds after controlling for both female gender and for Arts & Humanities divisional membership.

## **Sexual Harassment<sup>9</sup>**

This section was designed to determine the extent to which faculty have experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-

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<sup>8</sup> 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.”

<sup>9</sup> 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.

Madison campus. A small proportion (6%) of the faculty reported experiencing at least one harassment incidence, with an average of 2 incidents. Overall, the faculty who responded to the item believed that sexual harassment is taken very seriously on the campus and that it is a little to somewhat common experience on campus.

A much higher percentage of Women faculty (approximately 14%) reported that they had experienced sexual harassment than did Men faculty (about 2%). Reports of experiencing sexual harassment were also much more common for faculty in the Arts & Humanities than in other divisions. Gay/Lesbian faculty members reported experiencing more harassment than Heterosexual/Bisexual faculty, but the difference was not significant for this wave of the study.

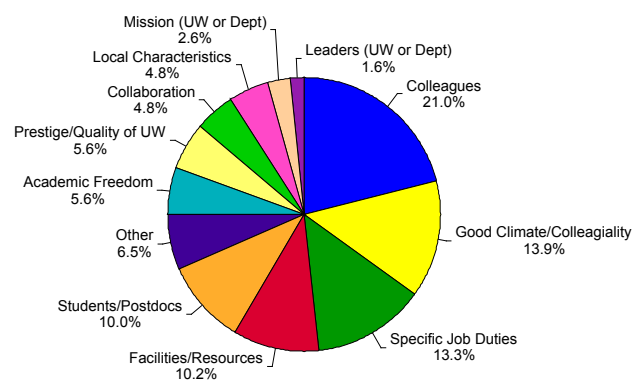
Women faculty reported that they are less sure than Men faculty that UW-Madison handles incidents of sexual harassment well, but were also more likely to say that they do not know how well it is handled or how common it is on the campus. Science Department faculty were more certain of the process and more likely to say they knew what steps to take in the face of a sexual harassment incident than faculty in Non-Science Departments. Additionally, Untenured faculty were less sure of the steps to follow when an incident of sexual harassment occurred and of the effectiveness of those procedures.

### Satisfaction with UW-Madison

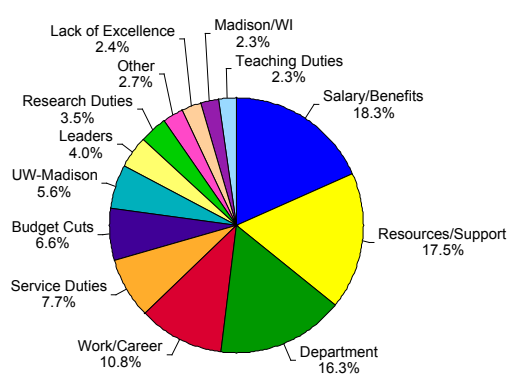
This section of the survey asked faculty to evaluate their degree of satisfaction with their jobs, career progression at UW-Madison, resources provided by the institution, and salaries. In addition, we asked the faculty to report if they received any outside job offers, whether and how seriously they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

As a whole, faculty members reported that they were somewhat satisfied with their jobs, their career progression at UW-Madison, and with resources provided to support various aspects of their work. The faculty were between somewhat dissatisfied and neither dissatisfied nor satisfied with their salaries. They reported that their colleagues, good departmental climate, and elements of their job (e.g., mentoring students) were some of the most important factors contributing to their satisfaction. Factors detracting from job satisfaction included salary, access to resources, and issues in their departments.

**Figure 4. Factors Contributing Most to Faculty Satisfaction**



**Figure 5. Factors Detracting Most From Faculty Satisfaction**



Assessing the potential for leaving the institution, faculty reported that are neither likely nor unlikely to leave UW-Madison in the next three years. However, about one-fourth (28%) of the faculty reported having received an outside job offer in the last five years. For those who received such offers, the most common adjustments campus offered in response were in areas of (1) salary; (2) equipment, laboratory, or research startup; and (3) administrative responsibilities.

In sharing their reasons for staying at UW-Madison, the faculty most commonly cited local characteristics, factors relating to institutional climate and interpersonal interactions, personal factors, and

UW-Madison itself. When discussing reasons for which they would consider leaving UW-Madison, the most common factor was simply “salary,” followed by career advancement opportunities. There were many additional groups of “other” reasons, including resources, support, or funding; unhappiness with institutional administrators and their leadership decisions; and feeling unappreciated and unsupported at the institution generally or in their departments specifically.

Among different faculty groups, Women faculty and Non-Mainstream faculty were less satisfied overall at UW-Madison. In the divisions, Arts & Humanities faculty and Physical Sciences faculty were the least satisfied, while those from the Biological Sciences and Social Studies were the most satisfied. Biological Sciences faculty were the most satisfied with their salaries, but their overall score for this item was still in the “neutral” middle category. Arts & Humanities faculty were the least satisfied with their salaries of all four divisions. Social Studies faculty and Untenured faculty were the most satisfied with the resources provided to support various aspects of their work. As with other general areas of satisfaction, Non-Mainstream faculty were less satisfied with available resources.

Women faculty, Faculty of Color, faculty from the Arts & Humanities, and Non-Mainstream faculty were the most likely to consider leaving UW-Madison in the near future, while faculty from the Biological Sciences were the least likely to consider leaving. However, there were no differences in reported outside offers between these groups, and very few differences in adjustments following an offer.

### **Conclusions and Future Research**

Overall, findings from the *2010 Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. The climate gaps between Women and Men faculty, Faculty of Color and Majority faculty, and between faculty who do Non-Mainstream research in their departments and their more Mainstream colleagues persisted. Untenured faculty continued to be unsure about what to do if a problem with sexual harassment is reported to them. Faculty continued to be satisfied with their hiring processes, except for their startup packages.

Some new items in the survey, however, point to some new areas of exploration. The large number of “non-official” departmental mentors was surprising. New questions relating to diversity yielded some surprising findings, and more work could be done to understand the different response patterns for different groups. More investigation into the differing reports of productivity between Women and Men faculty would be useful; how many of the differences are accounted for by rank, years of service, discipline, or other confounding variables? More investigation into the differing perceptions of workload between Men and Women faculty, and the extent to which time commitments outside the workplace might be contributing to the observed differences, would help illuminate the findings. One area of inquiry that should also be pursued is a thorough investigation of the “Non-Mainstream” research faculty—who are they, how are they different from others, and why do they consistently report experiencing a more negative climate here?

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.

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

## **Section 4: Detailed Results by Topic**

## **Section 4: Detailed Results by Topic**

### **A. Response Rates & Analysis Plan**

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



# Response Rates & Evaluation Plan

## Differential Response by Demographic Characteristics

The 55.5% response rate to the 2010 *Worklife* survey suggests that a large segment of Tenured and Tenure-Track (TT) faculty at UW-Madison are represented in survey responses. However, response rates varied across different groups of faculty. Despite these variations, the pool of respondents is reasonably representative of the UW-Madison faculty.

Women were more likely than men to respond, with 61.3% of women TT faculty responding to the survey, compared to 52.8% of men faculty. Women faculty of color responded at slightly lower rates than majority faculty women, and men faculty of color tended to respond at lower rates, particularly Asian males.

Minimal variation in response rates was observed across different divisions – biological sciences, physical sciences, social studies and arts & humanities. In 2010, the Arts & Humanities faculty had the lowest response at 52.2%, and the Biological Sciences had the strongest response at 56.6%. Comparing across UW-Madison schools and colleges, more notable variation in response rates can be seen. Faculty in the School of Human Ecology had the highest response in 2010. Business School faculty were least likely to respond to the 2010 survey. These discrepancies may be partially explained by different gender compositions across schools and colleges.

Neither the tenure status nor rank of faculty appears to be related to propensity to respond to the surveys, although full professors were slightly more likely to respond compared to associate or assistant professors. Both tenured and untenured faculty were about equally likely to respond to the surveys.

## Analysis Plan

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

## Construction of Analysis Variables for 2010 Study of Faculty Worklife

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

- **Women vs. Men.** Gender is noted based on self-report from the survey, or from visual identification based on public websites.
- **Faculty of Color vs. Majority Faculty.** Race and ethnicity is self-reported in the survey. Those who checked the box for African American/Black, Asian, Native Hawaiian or other Pacific Islander, and/or American Indian or Alaskan Native *and* are US Citizens (but not other citizenship statuses) are included as Faculty of Color. Those who self-identify as Caucasian or White, or who indicated that they are not US Citizens on the survey, are coded as Majority Faculty.
- **US Citizen vs. Not US Citizen.** Citizenship status is self-reported in the survey. Those who indicate they are US Permanent Residents or Non-Resident Aliens are counted as Not US Citizens.
- **Gay/Lesbian vs. Bi/Heterosexual.** Sexual orientation is self-reported in the survey. This variable is used only for the section on Sexual Harassment.
- **Division.** Respondents are assigned to one of four divisions based on their departmental affiliation. The department entered on the survey is used if provided; if not, the respondents' major department is used. The four divisions are: Biological Science, Physical Science, Social Studies, and Arts & Humanities. A

detailed list of departments corresponding to each division is included in Appendix 2. Almost all Clinical/CHS faculty are in a Biological Science department or unit, although a few are in Social Studies units (e.g., School of Nursing, School of Law.)

- **Science vs. Non-Science Department.** Science departments include respondents in the Biological or Physical Sciences departments; Non-Science includes respondents in Social Studies or Humanities departments. See Appendix 2.
- **Tenured vs. Untenured.** For tenured/tenure-track faculty, indicates whether respondent is an Assistant Professor (Untenured), or an Associate/Full Professor (Tenured.) The rank entered on the survey is used to determine tenure status, and is verified against actual rank.
- **Multiple Appointments vs. Single Appointment.** UW data are used to determine if the faculty member has a non-zero appointment in more than one department. This question was not asked on the survey.
- **Non-Mainstream Research vs. Mainstream Research.** Respondents who said that their current research is “Not at all”, “A little”, or “Somewhat” in the mainstream of their departments (item 4e on the TT version or 5e on the clinical version) is coded as doing “Non-Mainstream Research.” Respondents who reported that their current research is “Very” or “Extremely” in the mainstream of the department are coded as doing “Mainstream Research.”
- **Department Chair vs. Not Chair.** Respondents who were department chairs in Spring 2010 are coded as Department Chair; all others are Not Chair. This is a variable only used in the TT Faculty analyses, for the Climate and Diversity-related items.

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

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

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

**Table RR3. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Tenured/Tenure-Track Faculty Only, Selected Characteristics**

| Demographic Variable            | Respondents |         | Non-Respondents |         |
|---------------------------------|-------------|---------|-----------------|---------|
|                                 | N           | Percent | N               | Percent |
| <b>Division (Individual)</b>    |             |         |                 |         |
| Biological Sciences             | 387         | 56.3%   | 301             | 43.8%   |
| Physical Sciences               | 267         | 54.2%   | 226             | 45.8%   |
| Social Studies                  | 320         | 56.5%   | 246             | 43.5%   |
| Humanities                      | 203         | 51.7%   | 190             | 48.3%   |
| <b>Division (Departmental)*</b> |             |         |                 |         |
| Biological Sciences             | 440         | 56.6%   | 337             | 43.4%   |
| Physical Sciences               | 245         | 54.1%   | 208             | 45.9%   |
| Social Studies                  | 312         | 55.2%   | 253             | 44.8%   |
| Humanities                      | 181         | 52.2%   | 166             | 47.8%   |
| <b>School/College*</b>          |             |         |                 |         |
| BUS                             | 30          | 39.0%   | 47              | 61.0%   |
| CALS                            | 159         | 53.9%   | 136             | 46.1%   |
| EDUC                            | 82          | 56.9%   | 62              | 43.1%   |
| ENGR                            | 112         | 60.5%   | 73              | 39.5%   |
| L&S                             | 451         | 53.8%   | 387             | 46.2%   |
| LAW                             | 19          | 50.0%   | 19              | 50.0%   |
| MISC                            | 12          | 57.1%   | 9               | 42.9%   |
| NURS                            | 11          | 55.0%   | 9               | 45.0%   |
| PHARM                           | 19          | 61.3%   | 12              | 38.7%   |
| SMPH                            | 221         | 54.8%   | 182             | 45.2%   |
| SOHE                            | 24          | 70.6%   | 10              | 29.4%   |
| VETMED                          | 37          | 67.3%   | 18              | 32.7%   |
| <b>Science Department*</b>      |             |         |                 |         |
| Science                         | 646         | 55.4%   | 521             | 44.6%   |
| Non-Science                     | 532         | 54.6%   | 442             | 45.4%   |
| <b>Rank</b>                     |             |         |                 |         |
| Assistant Professor             | 251         | 54.9%   | 206             | 45.1%   |
| Associate Professor             | 230         | 53.7%   | 198             | 46.3%   |
| Professor                       | 707         | 56.3%   | 549             | 43.7%   |
| <b>Tenured</b>                  |             |         |                 |         |
| No                              | 251         | 54.9%   | 206             | 45.1%   |
| Yes                             | 937         | 55.6%   | 747             | 44.4%   |
| <b>Gender</b>                   |             |         |                 |         |
| Male                            | 783         | 52.8%   | 699             | 47.2%   |
| Female                          | 404         | 61.3%   | 255             | 38.7%   |
| <b>Faculty of Color</b>         |             |         |                 |         |
| Faculty of Color                | 125         | 50.4%   | 123             | 49.6%   |
| Majority Faculty                | 1040        | 56.4%   | 803             | 43.6%   |
| <b>Citizenship</b>              |             |         |                 |         |
| U.S. Citizen                    | 1057        | 56.4%   | 816             | 43.6%   |
| Not U.S. Citizen                | 130         | 48.5%   | 138             | 51.5%   |
| <b>Multiple Appointment</b>     |             |         |                 |         |
| Yes                             | 202         | 59.2%   | 139             | 40.8%   |
| No                              | 973         | 54.1%   | 827             | 45.9%   |
| <b>Department Chair</b>         |             |         |                 |         |
| Yes                             | 85          | 70.8%   | 35              | 29.2%   |
| No                              | 1104        | 54.6%   | 917             | 45.4%   |

\* See Appendix 2 for definitions.

**Table RR5. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Tenured/Tenure-Track Faculty Women**

| Demographic<br>Variable         | Respondents |         | Non-Respondents |         |
|---------------------------------|-------------|---------|-----------------|---------|
|                                 | N           | Percent | N               | Percent |
| <b>Division (Individual)</b>    |             |         |                 |         |
| Biological Sciences             | 112         | 63.6%   | 64              | 36.4%   |
| Physical Sciences               | 42          | 68.1%   | 28              | 31.9%   |
| Social Studies                  | 147         | 63.9%   | 83              | 36.1%   |
| Humanities                      | 103         | 56.3%   | 80              | 43.7%   |
| <b>Division (Departmental)*</b> |             |         |                 |         |
| Biological Sciences             | 132         | 64.1%   | 74              | 35.9%   |
| Physical Sciences               | 40          | 68.1%   | 26              | 31.9%   |
| Social Studies                  | 144         | 62.3%   | 87              | 37.7%   |
| Humanities                      | 88          | 56.4%   | 68              | 43.6%   |
| <b>School/College*</b>          |             |         |                 |         |
| BUS, LAW, MISC,<br>NURS, SOHE   | 49          | 57.6%   | 36              | 42.4%   |
| CALS                            | 45          | 68.2%   | 21              | 31.8%   |
| EDUC                            | 41          | 63.1%   | 24              | 36.9%   |
| ENGR                            | 20          | 74.1%   | 7               | 25.9%   |
| PHARM, VETMED                   | 16          | 80.0%   | 4               | 20.0%   |
| L&S                             | 169         | 57.5%   | 125             | 42.5%   |
| SMPH                            | 64          | 62.7%   | 38              | 37.3%   |
| <b>Science Department*</b>      |             |         |                 |         |
| Science                         | 151         | 62.4%   | 91              | 37.6%   |
| Non-Science                     | 253         | 60.7%   | 164             | 39.3%   |
| <b>Rank</b>                     |             |         |                 |         |
| Assistant Professor             | 119         | 60.4%   | 78              | 39.6%   |
| Associate Professor             | 95          | 61.7%   | 59              | 38.3%   |
| Professor                       | 190         | 61.7%   | 118             | 38.3%   |
| <b>Tenured</b>                  |             |         |                 |         |
| No                              | 119         | 60.4%   | 78              | 39.6%   |
| Yes                             | 285         | 61.7%   | 177             | 38.3%   |
| <b>Faculty of Color</b>         |             |         |                 |         |
| Faculty of Color                | 57          | 60.0%   | 38              | 40.0%   |
| Majority Faculty                | 341         | 61.8%   | 211             | 38.2%   |
| <b>Citizenship</b>              |             |         |                 |         |
| U.S. Citizen                    | 372         | 62.9%   | 219             | 37.1%   |
| Not U.S. Citizen                | 32          | 47.1%   | 36              | 52.9%   |
| <b>Multiple Appointment</b>     |             |         |                 |         |
| Yes                             | 84          | 65.6%   | 44              | 34.4%   |
| No                              | 320         | 60.3%   | 211             | 39.7%   |
| <b>Department Chair</b>         |             |         |                 |         |
| Yes                             | 27          | 84.2%   | 8               | 15.8%   |
| No                              | 377         | 60.4%   | 247             | 39.6%   |

\* See Appendix 2 for definitions.

**Table RR6. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Tenured/Tenure-Track Faculty Men**

| Demographic<br>Variable         | Respondents |         | Non-Respondents |         |
|---------------------------------|-------------|---------|-----------------|---------|
|                                 | N           | Percent | N               | Percent |
| <b>Division (Individual)</b>    |             |         |                 |         |
| Biological Sciences             | 275         | 53.7%   | 237             | 46.3%   |
| Physical Sciences               | 225         | 68.1%   | 298             | 31.9%   |
| Social Studies                  | 173         | 51.5%   | 163             | 48.5%   |
| Humanities                      | 100         | 47.6%   | 110             | 52.4%   |
| <b>Division (Departmental)*</b> |             |         |                 |         |
| Biological Sciences             | 308         | 53.9%   | 263             | 46.1%   |
| Physical Sciences               | 205         | 68.1%   | 181             | 31.9%   |
| Social Studies                  | 168         | 50.3%   | 166             | 49.7%   |
| Humanities                      | 93          | 48.7%   | 98              | 51.3%   |
| <b>School/College*</b>          |             |         |                 |         |
| BUS, LAW, MISC,<br>NURS, SOHE   | 47          | 44.8%   | 58              | 55.2%   |
| CALS                            | 114         | 49.8%   | 115             | 50.2%   |
| EDUC                            | 41          | 51.9%   | 38              | 48.1%   |
| ENGR                            | 92          | 58.2%   | 66              | 41.8%   |
| PHARM, VETMED                   | 40          | 60.6%   | 26              | 39.4%   |
| L&S                             | 282         | 51.8%   | 262             | 48.2%   |
| SMPH                            | 157         | 52.2%   | 144             | 47.8%   |
| <b>Science Department*</b>      |             |         |                 |         |
| Science                         | 495         | 53.5%   | 430             | 46.5%   |
| Non-Science                     | 279         | 50.1%   | 278             | 49.9%   |
| <b>Rank</b>                     |             |         |                 |         |
| Assistant Professor             | 132         | 50.8%   | 128             | 49.2%   |
| Associate Professor             | 135         | 49.3%   | 139             | 50.7%   |
| Professor                       | 516         | 54.4%   | 432             | 45.6%   |
| <b>Tenured</b>                  |             |         |                 |         |
| No                              | 132         | 50.8%   | 128             | 49.2%   |
| Yes                             | 651         | 53.3%   | 571             | 46.7%   |
| <b>Faculty of Color</b>         |             |         |                 |         |
| Faculty of Color                | 68          | 44.4%   | 85              | 55.6%   |
| Majority Faculty                | 699         | 54.1%   | 592             | 45.9%   |
| <b>Citizenship</b>              |             |         |                 |         |
| U.S. Citizen                    | 685         | 53.4%   | 597             | 46.6%   |
| Not U.S. Citizen                | 98          | 49.0%   | 102             | 51.0%   |
| <b>Multiple Appointment</b>     |             |         |                 |         |
| Yes                             | 118         | 55.4%   | 95              | 44.6%   |
| No                              | 653         | 51.5%   | 616             | 48.5%   |
| <b>Department Chair</b>         |             |         |                 |         |
| Yes                             | 58          | 84.2%   | 27              | 15.8%   |
| No                              | 723         | 51.8%   | 674             | 48.2%   |

\* See Appendix 2 for definitions.

## **Section 4: Detailed Results by Topic**

### **B. Hiring Process**

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

# Hiring Process Summary

## Hiring Process Summary

This section of the survey was originally designed to look for gender differences in the experience of the hiring process at UW-Madison for faculty, and has since been adapted to capture faculty members' level of satisfaction with their experience. No gender differences were found. Rather, we saw significant differences in the hiring experience between faculty hired at the entry ( untenured) level, and faculty hired with tenure; between faculty in the four different divisions of the University; and between faculty members who report that their current research is not in the mainstream of their department (Non-Mainstream) compared to those whose research is (Mainstream).

## Satisfaction with the UW-Madison during hiring process

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

Results are presented in Table H1a. Overall, faculty members are very satisfied with their hiring experience (mean score of 3.98). The lowest level of satisfaction for the whole group came with their startup package (mean score of 3.69), and they are most pleased with their interactions with search committees (mean score of 4.15). No significant differences were found according to gender or number of appointments held. Some groups of the faculty are more satisfied with particular aspects of their hiring experience than others. Untenured faculty hired are more satisfied with both their department's effort to obtain resources for them (mean score of 3.96 versus 3.69) and with their search committee interactions (mean score of 4.23 versus 3.86) when compared to Tenured faculty. Additionally, faculty who are Not US Citizens are significantly more satisfied with their departments effort to obtain resources for them (mean score of 4.13) and with department members' efforts to meet them (mean score of 4.33) than US Citizen faculty. Faculty of Color are more satisfied with their department faculty's efforts to meet them than Majority Faculty (mean score of 4.43 versus 4.04). Among the different divisions, faculty from the Social Studies are not only the most satisfied across all five measures, but significantly so for the process in general (mean score of 4.17), their department's efforts to meet them (mean score of 4.35), interactions with search committees (mean score of 4.33), and with their startup package (mean score of 3.88).

Not all groups had positive experiences to report. Faculty from the Biological Sciences were the least satisfied with their hiring experience overall (mean score of 3.80), closely followed by faculty in the Arts & Humanities. Additionally, Science Department faculty members were less satisfied with their department faculty's efforts to meet them (mean score of 3.99) than Non-Science Department faculty. Perhaps the most striking experience, however, comes from that of the Non-Mainstream group. These faculty were less satisfied on each the five measures, significantly so for all but startup package, when compared to faculty in the Mainstream group.



**Table H1a. Satisfaction with the Hiring Process, New Faculty Hired 2006-2010. Tenured/Tenure-Track 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                   | 221 | 3.98                       | (0.76)    | 3.90   | (0.86)    | 4.10  | (0.85)    | 4.15   | (0.79)    | 3.69                   | (0.91)    |
| Women                   | 91  | 4.02                       | (0.76)    | 3.85   | (0.95)    | 4.20  | (0.86)    | 4.23   | (0.81)    | 3.76                   | (0.97)    |
| Men                     | 130 | 3.95                       | (0.75)    | 3.93   | (0.79)    | 4.02  | (0.83)    | 4.09   | (0.78)    | 3.63                   | (0.86)    |
| Faculty of Color        | 29  | 4.10                       | (0.77)    | 4.10   | (0.94)    | 4.43  | (0.69) *  | 4.22   | (1.05)    | 3.93                   | (0.81)    |
| Majority Faculty        | 191 | 3.96                       | (0.75)    | 3.87   | (0.84)    | 4.04  | (0.86)    | 4.14   | (0.75)    | 3.49                   | (0.92)    |
| Not US Citizen          | 47  | 4.09                       | (0.62)    | 4.13   | (0.74) *  | 4.33  | (0.70) *  | 4.20   | (0.79)    | 3.74                   | (0.87)    |
| US Citizen              | 173 | 3.95                       | (0.79)    | 3.84   | (0.88)    | 4.03  | (0.87)    | 4.13   | (0.79)    | 3.67                   | (0.92)    |
| Biological Science      | 87  | 3.80                       | (0.78) *  | 3.91   | (0.83)    | 3.99  | (0.90)    | 4.03   | (0.77)    | 3.69                   | (0.96)    |
| Physical Science        | 46  | 4.11                       | (0.60)    | 3.83   | (0.85)    | 4.05  | (0.78)    | 4.14   | (0.82)    | 3.50                   | (0.86)    |
| Social Studies          | 64  | 4.17                       | (0.75) *  | 4.00   | (0.88)    | 4.35  | (0.71) *  | 4.33   | (0.75) *  | 3.88                   | (0.81) *  |
| Arts & Humanities       | 23  | 3.87                       | (0.81)    | 3.78   | (0.95)    | 4.05  | (0.79)    | 4.05   | (0.86)    | 3.52                   | (0.99)    |
| Science Department      | 128 | 3.94                       | (0.73)    | 3.88   | (0.84)    | 3.99  | (0.86) *  | 4.07   | (0.80)    | 3.64                   | (0.92)    |
| Non-Science Department  | 92  | 4.04                       | (0.79)    | 3.93   | (0.88)    | 4.28  | (0.73)    | 4.24   | (0.78)    | 3.75                   | (0.88)    |
| Untenured               | 171 | 4.01                       | (0.76)    | 3.96   | (0.85) *  | 4.11  | (0.86)    | 4.23   | (0.71) *  | 3.75                   | (0.90)    |
| Tenured                 | 50  | 3.88                       | (0.75)    | 3.69   | (0.85)    | 4.04  | (0.82)    | 3.86   | (1.00)    | 3.50                   | (0.93)    |
| Multiple Appointments   | 15  | 4.07                       | (0.83)    | 4.00   | (0.78)    | 4.29  | (0.61)    | 4.25   | (0.75)    | 4.07                   | (0.83)    |
| Single Appointment      | 204 | 3.98                       | (0.75)    | 3.90   | (0.86)    | 4.10  | (0.83)    | 4.15   | (0.79)    | 3.67                   | (0.91)    |
| Non-Mainstream Research | 138 | 3.87                       | (0.77) *  | 3.80   | (0.88) *  | 3.97  | (0.88) *  | 4.04   | (0.83) *  | 3.67                   | (0.92)    |
| Mainstream Research     | 77  | 4.13                       | (0.69)    | 4.05   | (0.80)    | 4.29  | (0.76)    | 4.29   | (0.72)    | 3.68                   | (0.88)    |

\* Significant difference at  $p < .05$ .

## **Section 4: Detailed Results by Topic**

### **C. Collaboration**

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

# Research Collaboration Summary

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, questions about collaboration simply asked whether faculty members currently were or had collaborated in the past as a part of their professional activities. We have also expanded this section to take a deeper look at the extent to which faculty members are taking advantage of their professional networks with respect to research, and the "payoff" for these activities. We also limited the questions to collaborators only on the UW-Madison campus, removing questions about off-campus connections that had been included in previous years.

## **Quantity and quality of research collaboration among faculty**

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

Collaboration results are reported in tables C1a and C2a. In general, UW-Madison faculty members collaborate with an average of 2.08 peers in their primary departments and report an average of 3.50 potential collaborators within that same department. The group as a whole also reports having an average 3.52 collaborators external to their department, and an average of 7.92 potential partners beyond that. If we analyze these data to uncover the extent to which faculty are taking full advantage of their research collaboration possibilities, the group as a whole uses approximately one-third of the total potential, taking slightly more advantage of working opportunities with those from within their department (36.54%) than with those from outside the department (29.60%).

Faculty members reporting the most collaborative research are those in the Biological and Physical Sciences divisions, inside and outside of their primary departments. Additionally, Science Department faculty report significantly higher levels of current (2.66 versus 1.31 from within, 4.47 versus 2.13 from without their departments) and potential (3.92 versus 2.95 from within, and 8.82 versus 5.81 from without their departments) collaborators than those in Non-Science Departments. Science Department faculty also take more advantage of their total potential collaboration from within (41.48% versus 28.89%) and without (32.56% versus 24.92%) their departments than Non-Science Department faculty.

Some groups reported much lower levels of collaboration. Women faculty appear to be engaging in significantly fewer collaborations with colleagues both in (average of 1.51 collaborators versus 2.38) and out (average of 2.83 versus 3.84) of their departments compared to Male faculty. Women also perceive fewer potential collaborators than Men both within (average of 2.78 versus 3.87) and outside of (average of 6.74 versus 8.52) their department. The percentage of utilization, again capturing the extent to which faculty members are taking full advantage of their total potential networking power, was only significantly less for intra-departmental collaboration (32.63% for Women versus 38.44% for Men). Faculty of Color have a similar experience when compared to Majority Faculty, reporting fewer current (average of 1.63 versus 2.14) and

potential (average of 2.74 versus 3.61) intra-departmental research collaborators, as well as fewer current (average of 2.55 versus 3.63) and potential (average of 5.44 versus 8.32) collaborators from outside their department. Finally, Non-Mainstream faculty report having significantly fewer *current* research collaborators within (average of 1.82 versus 2.60) and without (average of 3.22 versus 4.04) their department when compared to Mainstream research faculty. While these Non-Mainstream faculty members have fewer potential collaborators in both categories, the differences were not significant.

Looking to the nature of the research collaborations, the faculty are generally satisfied with their opportunities for collaboration within (mean score of 3.50) and outside (mean score of 3.66) their departments. The Biological Sciences faculty, who report the highest number of collaborators, are also the most satisfied with those opportunities both inside (mean score of 3.65) and outside (mean score of 3.96) of their departments. Correspondingly, the same groups that report having significantly fewer collaborators within and outside of their departments also report being less satisfied with those opportunities: Women faculty are more dissatisfied than Men (mean score of 3.25 versus 3.63 from within and mean score of 3.46 versus 3.77 from outside their department), Faculty of Color are more dissatisfied than Majority Faculty (mean score of 3.25 versus 3.54 from within and mean score of 3.46 versus 3.77 from outside their department), and Non-Mainstream faculty are less satisfied than Mainstream faculty (mean score of 3.27 versus 3.87 from within and mean score of 3.57 versus 3.82 from outside their department).

Looking to faculty members' perception of the extent to which interdisciplinary research is recognized and rewarded by their departments, the group as a whole gave a moderate response (mean score of 3.32). No significant differences were found according to gender, race and ethnicity, citizenship status, or tenure status. Among the University divisions, Biological Sciences faculty are most likely to say that their department recognized and rewarded interdisciplinary research (mean score of 3.45) and are most likely to engage in interdisciplinary research (mean score of 3.85). In contrast, Arts & Humanities faculty members are least likely to say that their interdisciplinary research efforts are recognized or rewarded by their department (mean score of 2.80), and they are also less likely to conduct interdisciplinary research (mean score of 3.48). Faculty in the Physical Sciences are also less likely to engage in interdisciplinary research (mean score of 3.50). Compared to Mainstream faculty, Non-Mainstream faculty are significantly less likely to say that their departments recognized and rewarded interdisciplinary research (mean score of 3.15 versus 3.59), but they are *more* likely to engage in that type of work (mean score of 3.75 versus 3.61).

Finally, looking to the composition of the Non-Mainstream and Mainstream groups, we saw some alignments with other demographic categories that report less collaboration and less satisfaction with those efforts. For instance, Women faculty are less likely to say that their work was in the mainstream than Men (mean score of 2.87 versus 3.17). Arts & Humanities faculty members are also significantly within the Non-Mainstream group (mean score of 2.84), as are Untenured faculty (mean score of 2.93 versus 3.10).

Results for the open-ended question regarding what UW-Madison could do to better support faculty engaged in interdisciplinary research are shown in Table C3a. The most common responses involved funding, inclusion and validation in tenure and promotion processes, facilitation of networking or the formation and maintenance of collaborative relationships, and removing institutional impediments or barriers to collaboration. The most commonly found response for this question was about funding and the provision of grants, generally, for interdisciplinary research and programs or seed and pilot grants, specifically. Additionally, several faculty respondents suggested that removing barriers to sharing overhead costs across grants and departmental or divisional boundaries would be useful to them. The second most common set of responses surrounded inclusion of interdisciplinary research in tenure and promotion processes. Many faculty suggested that the tenure and promotion criteria should be revised, while many more faculty were more precise in their comments and said that interdisciplinary research should be rewarded and recognized, or "counted" toward tenure. Additional comments on counting and not penalizing co-authored papers and adjusting criteria on disciplinary journals were found in the responses. The next set of comments included some general and some very specific

remarks on creating mechanisms that would facilitate faculty members learning what others are doing, hearing other faculty discuss their work, share research, increase awareness of research programs. Some comments included this general suggestion, while others gave particular ideas about how to facilitate this communication, including searchable databases, interdepartmental seminars, symposia, and faculty research conferences. Finally, a sizeable group of faculty indicated that nothing more is needed to support faculty who are engaging in interdisciplinary research and that barriers are already low. Additionally faculty criticized the perceived emphasis on interdisciplinary research, saying that the term has no meaning, it is overused, or is a “fad”. An additional group of faculty members gave somewhat extensive comments distinguishing between interdisciplinary work, which could potentially be done by an individual researcher, and collaborative work done between two or more people.

**Table C1a. Number of Collaborators, Tenured/Tenure-Track Faculty Only**

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

|                         | N    | Number of Collaborators in Department |           | Number of Potential Collaborators in Department |           | Utilization of Dept. Collaborators |           | Number of Collaborators at UW (not in Dept.) |           | Number of Collaborators at UW (not in Dept.) |           | Utilization of UW (Non-Dept.) Collaborators |           |
|-------------------------|------|---------------------------------------|-----------|---|-----------|------------------------------------|-----------|--|-----------|--|-----------|---|-----------|
|                         |      | Mean                                  | Std. Dev. | Mean  | Std. Dev. | Percent                            | Std. Dev. | Mean   | Std. Dev. | Mean   | Std. Dev. | Percent                                     | Std. Dev. |
| Total                   | 1168 | 2.08                                  | (2.29)    | 3.50  | (4.29)    | 36.54%                             | (27.15)   | 3.52   | (4.70)    | 7.92   | (9.99)    | 29.60%                                      | (23.97)   |
| Women                   | 395  | 1.51                                  | (1.73) *  | 2.78  | (2.92) *  | 32.63%                             | (29.10) * | 2.83   | (3.74) *  | 6.74   | (7.98) *  | 28.57%                                      | (24.84)   |
| Men                     | 771  | 2.38                                  | (2.48)    | 3.87  | (4.81)    | 38.44%                             | (25.99)   | 3.84   | (5.01)    | 8.52   | (10.84)   | 30.01%                                      | (23.46)   |
| Faculty of Color        | 143  | 1.63                                  | (1.97) *  | 2.74  | (2.60) *  | 32.29%                             | (30.12)   | 2.55   | (3.07) *  | 5.44   | (6.97) *  | 31.54%                                      | (25.51)   |
| Majority Faculty        | 1023 | 2.14                                  | (2.33)    | 3.61  | (4.47)    | 37.08%                             | (26.74)   | 3.63   | (4.81)    | 8.32   | (10.36)   | 29.23%                                      | (23.67)   |
| Not US Citizen          | 117  | 2.06                                  | (2.29)    | 2.88  | (1.82) *  | 34.11%                             | (24.36)   | 2.85   | (3.71)    | 7.38   | (9.97)    | 27.37%                                      | (25.14)   |
| US Citizen              | 1049 | 2.08                                  | (2.29)    | 3.57  | (4.48)    | 36.80%                             | (27.47)   | 3.56   | (4.73)    | 7.99   | (10.01)   | 29.80%                                      | (23.76)   |
| Biological Science      | 439  | 2.72                                  | (2.59) *  | 3.95  | (4.92) *  | 42.70%                             | (25.08) * | 4.73   | (4.93) *  | 10.17  | (11.58) * | 34.18%                                      | (21.47) * |
| Physical Science        | 241  | 2.47                                  | (1.93) *  | 3.81  | (3.26)    | 38.92%                             | (23.75)   | 4.05   | (5.31) *  | 7.71   | (9.38)    | 29.66%                                      | (23.89)   |
| Social Studies          | 300  | 1.29                                  | (1.62) *  | 2.64  | (2.65) *  | 28.70%                             | (28.57) * | 2.23   | (3.47) *  | 6.03   | (7.58) *  | 24.67%                                      | (24.96) * |
| Arts & Humanities       | 177  | 1.28                                  | (2.27) *  | 3.45  | (5.77)    | 28.09%                             | (30.30) * | 1.59   | (2.47) *  | 5.38   | (8.07) *  | 23.81%                                      | (25.78) * |
| Science Department      | 661  | 2.66                                  | (2.40) *  | 3.92  | (4.43) *  | 41.48%                             | (24.80) * | 4.47   | (5.02) *  | 9.38   | (11.01) * | 32.56%                                      | (22.37) * |
| Non-Science Department  | 496  | 1.31                                  | (1.86)    | 2.95  | (4.07)    | 28.89%                             | (28.76)   | 2.13   | (3.43)    | 5.85   | (7.75)    | 24.92%                                      | (25.21)   |
| Untenured               | 230  | 2.00                                  | (1.92)    | 3.17  | (2.44)    | 35.38%                             | (26.29)   | 3.14   | (4.24)    | 7.03   | (7.99)    | 30.63%                                      | (24.97)   |
| Tenured                 | 938  | 2.10                                  | (2.37)    | 3.58  | (4.63)    | 36.85%                             | (27.39)   | 3.61   | (4.81)    | 8.16   | (10.45)   | 29.31%                                      | (23.69)   |
| Multiple Appointments   | 195  | 2.57                                  | (2.88) *  | 4.05  | (5.91)    | 38.58%                             | (28.01)   | 4.91   | (5.62) *  | 9.96   | (12.13) * | 34.26%                                      | (23.49) * |
| Single Appointment      | 959  | 1.97                                  | (2.13)    | 3.39  | (3.91)    | 36.05%                             | (27.00)   | 3.19   | (4.27)    | 7.53   | (9.44)    | 28.64%                                      | (23.82)   |
| Non-Mainstream Research | 700  | 1.82                                  | (2.10) *  | 3.39  | (4.44)    | 34.65%                             | (27.49) * | 3.22   | (3.82) *  | 7.96   | (10.53)   | 29.72%                                      | (23.63)   |
| Mainstream Research     | 420  | 2.60                                  | (2.49)    | 3.81  | (4.10)    | 39.54%                             | (25.99)   | 4.04   | (5.74)    | 8.16   | (9.22)    | 29.56%                                      | (24.39)   |

\* Significant difference at  $p < .05$ .

**Table C2a. Satisfaction with Research Collaborations, Tenured/Tenure-Track Faculty Only**

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

|                         | N    | Satisfaction with opportunities to collaborate in department |           | Satisfaction with opportunities to collaborate outside department |           | Interdisciplinary research is recognized and rewarded by department |           | My current research is interdisciplinary |           | My current research is mainstream in my department |           |
|-------------------------|------|--|-----------|---|-----------|---|-----------|--|-----------|--|-----------|
|                         |      | Mean   | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. | Mean                                     | Std. Dev. | Mean   | Std. Dev. |
| Total                   | 1154 | 3.50   | (1.17)    | 3.66  | (1.04)    | 3.32  | (1.13)    | 3.69                                     | (1.08)    | 3.07   | (1.10)    |
| Women                   | 390  | 3.25   | (1.25) *  | 3.46  | (1.14) *  | 3.25  | (1.19)    | 3.72                                     | (1.07)    | 2.87   | (1.14) *  |
| Men                     | 762  | 3.63   | (1.11)    | 3.77  | (0.98)    | 3.35  | (1.09)    | 3.68                                     | (1.08)    | 3.17   | (1.07)    |
| Faculty of Color        | 140  | 3.25   | (1.21) *  | 3.40  | (1.07) *  | 3.23  | (1.07)    | 3.66                                     | (1.06)    | 3.21   | (1.13)    |
| Majority Faculty        | 1012 | 3.54   | (1.16)    | 3.70  | (1.04)    | 3.33  | (1.14)    | 3.70                                     | (1.08)    | 3.05   | (1.10)    |
| Not US Citizen          | 116  | 3.53   | (1.18)    | 3.59  | (0.99)    | 3.36  | (1.06)    | 3.68                                     | (1.04)    | 3.12   | (1.03)    |
| US Citizen              | 1036 | 3.50   | (1.17)    | 3.67  | (1.05)    | 3.31  | (1.14)    | 3.69                                     | (1.08)    | 3.06   | (1.11)    |
| Biological Science      | 440  | 3.65   | (1.12) *  | 3.96  | (0.90) *  | 3.45  | (1.15) *  | 3.85                                     | (0.94) *  | 3.11   | (1.10)    |
| Physical Science        | 242  | 3.68   | (1.11) *  | 3.72  | (1.01)    | 3.39  | (0.99)    | 3.50                                     | (1.18) *  | 3.10   | (1.07)    |
| Social Studies          | 291  | 3.42   | (1.21)    | 3.59  | (1.02)    | 3.38  | (1.13)    | 3.72                                     | (1.11)    | 3.15   | (1.12)    |
| Arts & Humanities       | 174  | 3.00   | (1.16) *  | 2.88  | (1.09) *  | 2.80  | (1.09) *  | 3.48                                     | (1.14) *  | 2.84   | (1.09) *  |
| Science Department      | 659  | 3.67   | (1.11) *  | 3.88  | (0.95) *  | 3.42  | (1.10) *  | 3.71                                     | (1.04)    | 3.11   | (1.09)    |
| Non-Science Department  | 484  | 3.27   | (1.20)    | 3.37  | (1.10)    | 3.19  | (1.15)    | 3.65                                     | (1.12)    | 3.03   | (1.12)    |
| Untenured               | 231  | 3.40   | (1.09)    | 3.63  | (1.00)    | 3.25  | (1.16)    | 3.72                                     | (1.10)    | 2.93   | (1.03) *  |
| Tenured                 | 923  | 3.53   | (1.19)    | 3.67  | (1.06)    | 3.34  | (1.12)    | 3.69                                     | (1.07)    | 3.10   | (1.12)    |
| Multiple Appointments   | 197  | 3.78   | (1.15) *  | 4.06  | (0.89) *  | 3.58  | (1.09) *  | 4.14                                     | (0.89) *  | 3.11   | (1.17)    |
| Single Appointment      | 943  | 3.45   | (1.16)    | 3.58  | (1.05)    | 3.27  | (1.13)    | 3.59                                     | (1.09)    | 3.07   | (1.09)    |
| Non-Mainstream Research | 699  | 3.27   | (1.18) *  | 3.57  | (1.05) *  | 3.15  | (1.12) *  | 3.75                                     | (1.03) *  |  |           |
| Mainstream Research     | 410  | 3.87   | (1.05)    | 3.82  | (1.02)    | 3.59  | (1.09)    | 3.61                                     | (1.12)    |  |           |

\* Significant difference at  $p < .05$ .

**Table C3a. Strategies to Support UW-Madison Faculty Engaged in Interdisciplinary Research (Full Codebook)**

| <b>Institutional Factors, Policies, Practices, Strategies</b>  |    | <b>Financial Resource, Support and Opportunity Strategies</b>  |    |
|--|----|--|----|
| Reasons to Stay  | N  | Reasons to Stay  | N  |
| Work on removing institutional impediments/barriers; overcome disciplinary or departmental "silos"; Reorganize/restructure/define university to support interdisciplinary research | 24 | Provide funding/money/grants for interdisciplinary research, programs, administration; matching funds                | 87 |
| Have Chancellor/Provost/Deans support/reward/engage in this behavior; educate administrators on value of interdisciplinary research  | 10 | Provide seed grants, start-up funds, pilot funds/grants  | 28 |
| Hire more faculty and staff  | 7  | Provide (more) faculty development grants  | 2  |
| More cluster or inter-departmental hires, make more strategic hires  | 6  | More returns on overhead and indirect costs to faculty   | 3  |
| Establish a comparative cultural studies or American studies program   | 3  | Improved mechanisms for shared overhead, indirect and direct and costs, grants, PI status across boundaries          | 21 |
| Establish interdisciplinary graduate programs  | 1  | Equipment purchase support   | 2  |
| Create collaborative interdisciplinary research mechanisms, centers or institutes  | 14 | Infrastructure improvements for expensive techniques   | 1  |
| Strengthen or complete current interdisciplinary research centers or institutes  | 3  | Support institutes with more event funding (e.g., lectures, symposia, meetings, speakers, working groups, colloquia) | 4  |
| Framework for allowing off-campus visitors to participate in long-term projects  | 2  | Provide more mechanisms for funding short-term researchers   | 1  |
| Streamline communication   | 1  | Support research without travel  | 1  |
| <b>Clerical and Administrative Support,</b>  |    | Research travel support  | 3  |
| Reasons to Stay  | N  | Support research to write books  | 1  |
| Secretarial, administrative support  | 4  | Provide funding longer than one year, longer-term cycles   | 2  |
| Support and assist in writing grants, preparing proposals, managing budgets, sharing facilities/equipment  | 12 | More 0% appointments   | 1  |
| Simpler or improved grant administration (RSP)   | 2  | Reduce cost of animal care   | 1  |
| Streamline, improve, support IRB processes   | 4  | Reduce cost of IRB   | 1  |
| Reduce bureaucracy, paperwork, administrative/reporting loads, demands   | 7  | Increase salaries, greater salary as an incentive; eliminate furlough  | 8  |
| <b>Department-specific Strategies</b>  |    | <b>Other Resource, Support, and Opportunity</b>  |    |
| Reasons to Stay  | N  | Reasons to Stay  | N  |
| Recognize, reward, support at the department level   | 4  | Provide opportunities  | 1  |
| Reward departments where interdisciplinary research is truly rewarded  | 1  | Provide space, facilities  | 9  |
| Have chairs support and reward this behavior, educate chairs about the value of this work  | 1  | Provide more, support core facilities  | 3  |
| Restructure rewards/awards/nominations/salary/resources, which are currently departmentally focused  | 2  | Shared IT infrastructure, software licenses  | 2  |
| Reduce service load  | 2  | Provide protected, release time, leave time  | 19 |
| Reduce workload  | 1  | Buy-outs   | 1  |
| Department is self-funded, research difficult anyway   | 1  | Support sabbaticals, internal or "on campus" sabbaticals   | 3  |
| Make it easier for faculty to change their home department as expertise changes over one's career  | 1  | Support classes/pursuit of further degree(s)   | 1  |



Force departments engaged in cluster hires to extend 0% appointments to faculty belonging to the cluster 1

### Encouragement, Reward, and Recognition Strategies

| Reasons to Stay   | N  |
|---|----|
| Define interdisciplinary research, its benefits   | 2  |
| Recognize, give recognition to those who do it; recognize the value/legitimacy of this work                           | 16 |
| Reward such research, those who do well/excel   | 10 |
| Create, offer, increase incentives  | 11 |
| Encourage it; encouragement   | 3  |
| Encourage a better atmosphere/ climate/environment that is respectful of all departments/faculty members              | 6  |
| Do not penalize/criticize those who do it, do not marginalize it, reduce bias against it                              | 6  |
| Educate other faculty and administrators about the value of this work, urge cultural shift, publicly affirm this work | 3  |
| Support those who are successful, who want to do this   | 3  |

### Student-specific Strategies

| Reasons to Stay   | N  |
|---|----|
| Graduate student funding, support   | 15 |
| Pay grad students better  | 1  |
| Eliminate, reduce, provide relief for tuition remission cost                | 4  |
| Increase TA budget for cross-listed courses                                 | 1  |
| Opportunities for students  | 1  |
| Allow graduate students to bridge multiple labs/departments/faculty members | 9  |

### Facilitate Networking and Collaboration, Specific Interdisciplinary Networking Strategies

| Reasons to Stay  | N  |
|--|----|
| Provide forums for forming and maintaining relationships; Create mechanisms to learn what others are doing, hear faculty discuss their work, share research, increase awareness of research programs | 27 |

### Tenure and Promotion Strategies

| Reasons to Stay  | N  |
|--|----|
| Tenure and/or promotion (general)  | 1  |
| Change tenure, promotion guidelines/standards; Clearly define how tenure criteria are applied  | 13 |
| Support interdisciplinary research during, consider it for, count for, reward in tenure and promotion processes, merit reviews                 | 40 |
| Have a flexible number of years to tenure  | 1  |
| Articulate the policies/preferences/ criteria of the divisional committees, whether they support interdisciplinary research                    | 5  |
| Change divisional committee processes that penalize interdisciplinary research, include it in divisional reviews                               | 6  |
| Rethink divisional committee structure; develop guidelines for coordination between committees   | 2  |
| Establish guidelines for appointing faculty to the Graduate School Research Committee  | 1  |
| Count collaborative publications to count towards tenure, better culture supporting collaborative papers                                       | 7  |
| Change journal publication system based on discipline, implications of publishing in journals outside of the home department's target journals | 3  |
| Provide guidelines on evaluation of outside letters, input from other units, proper assessment of interdisciplinary work                       | 3  |
| The tenure evaluation process and criteria discourage/penalize interdisciplinary research  | 3  |
| Make the reward system fairer  | 1  |
| Fully recognize the challenges of interdisciplinary work in the tenure process   | 3  |
| Include outreach in tenure criteria  | 1  |

### Teaching-related Strategies

| Reasons to Stay  | N  |
|--|----|
| Co-teaching, team teaching; support/encourage/recognize co-teaching  | 17 |
| More flexible teaching structure, easier cross-listing of classes  | 2  |
| Allow faculty to teach/get credit for teaching out of their home department, with faculty from other departments | 3  |
| Give departments more credit for offering interdisciplinary courses  | 1  |

[illegible]

## **Section 4: Detailed Results by Topic**

### **D. Tenure Process**

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

# Tenure Process Summary

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

## **Tenure process criteria: Understanding, communication, and sources of information**

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

Results for clarity of tenure expectations are shown in Table TP1a. In general, faculty respondents understand the criteria for achieving tenure moderately well (mean score of 3.59). For this particular element of the tenure process, very few significant differences were found according to race and ethnicity, citizenship status, Science Department or Non-Science Department, or number of appointments. For gender, only one difference emerged, in that Women faculty have a lower understanding of research expectations than Men (mean score of 3.60 versus 3.82). Biological Sciences faculty report the highest levels of understanding (mean score of 3.71 overall, and mean score of 3.91 for research expectations), while Arts & Humanities faculty report the lowest (mean score of 3.29 overall, mean score of 3.45 for research expectations, and mean score of 1.57 for clinical expectations). The experiences of Untenured faculty compared to Tenured faculty, and Non-Mainstream faculty compared to Mainstream faculty, were significantly lower on all measures but one (clinical expectations, in both cases).

Results for satisfaction with the tenure process, a section that asked questions about how clearly and consistently the criteria for achieving tenure were communicated to faculty, are shown in Table TP2a. In general, the faculty are moderately satisfied with the experience overall (mean score of 3.37). No or very few differences were found according to race and ethnicity, whether or not the faculty members are in a Science Department, and number of appointments. Some groups are very pleased with the tenure process, overall and in specific areas. Compared to faculty who are US Citizens, faculty who are Not US Citizens are more satisfied overall (mean score of 3.60 versus 3.31), feel more strongly that the way in which they do research, teaching, clinical work, and/or service fit with the way they are evaluated for tenure (mean score of 3.70 versus 3.40), and feel more strongly that the criteria for tenure are consistent with the stated responsibilities of their positions at the time of hire (mean score of 3.83 versus 3.49). Not all groups are as satisfied as the above with the tenure process, however. Though they feel they understand the criteria for evaluation well enough, Women faculty are less satisfied overall than Men faculty (mean score of 3.20 versus 3.49) and feel less strongly that the messages they receive from senior colleagues about requirements for achieving tenure are consistent (mean score of 3.23

versus 3.49). As with their understanding of the criteria for achieving tenure, the satisfaction of Untenured faculty compared to Tenured faculty, and Non-Mainstream faculty compared to Mainstream faculty, were significantly lower on nearly all measures (all but two for Untenured faculty, and one for Non-Mainstream faculty).

Results for questions of setting a standard of excellence for the field and how stringent faculty felt their committees were are shown in Table TP3a. The faculty generally feel that the standards are at the proper level (mean score of 3.04). Far fewer significant differences were found for these questions, at the departmental executive and divisional level. For instance, Women faculty feel that their departmental executive committees were more severe than Men (mean score of 3.15 versus 2.96). Arts & Humanities faculty feel that their departmental executive committees were the most severe (mean score of 3.29), and Physical Sciences faculty feel that both their departmental executive (mean score of 2.89) and divisional (mean score of 3.15) were the least severe.

Results for how arbitrary or fair faculty members' committees were perceived to be in applying standards for promotion and tenure in their fields are found in Table TP4a. The faculty generally feel that their departmental executive and divisional committees were mostly fair (mean scores of 3.96 and 3.83, respectively). As with the results shown in Table TP3a, few significant differences were found for groups in these data. Women faculty feel that their departmental executive committees were more arbitrary than Men faculty (mean score of 3.79 versus 4.09), as did Untenured faculty compared to Tenured faculty (mean score of 3.77 versus 4.14). The same result was shown for Non-Mainstream faculty when compared to their Mainstream peers (mean score of 3.82 versus 4.19).

Results for the perceived usefulness of different sources of information used in the tenure process are shown in Table TP5a. Overall, the faculty group feels that most of the resources listed were somewhat to very useful, with the exception of peers outside of UW-Madison, workshops, and websites. A very small proportion (3.67%) of the faculty provided insight into the other sources of information that they used in the process. The most common sources were people or individuals not in the answer choices provided, such as current and former members of divisional committees or departmental secretaries, and written materials such as recent tenure case decisions. Looking to differences between groups, we saw a few significant items. Women faculty report that the most useful sources of information were mentors at UW-Madison but outside of their department (mean score of 3.54 versus 3.16), workshops (mean score of 2.98 versus 2.52), and websites (mean score of 2.27 versus 2.00) when compared to Men. These same respondents said that their department chair was the least useful information source (mean score of 3.19 versus 3.57). Within the divisions, faculty in the Biological Sciences feel mentors from inside UW-Madison but in other departments are the most useful (mean score of 3.49) and mentors outside the institution the least (mean score of 2.87). Finally, those in the Physical Sciences feel workshops (mean score of 2.17) and websites (mean score of 1.69) are the least useful as their sources of information about the Tenure Process. Those in the Non-Mainstream group feel all sources of information are less useful compared to the responses of those in the Mainstream research group, significantly so with respect to their department chair (mean score of 3.23 versus 3.72), their official mentor at UW-Madison within their department (mean score of 3.65 versus 3.92), other mentors at UW-Madison within their department (mean score of 3.46 versus 3.70), and departmental feedback on their progress (mean score of 3.14 versus 3.64).

### **Tenure clock stoppage**

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

Results for these two questions are shown in Table TP7a. Approximately one-third of the faculty report having slowed or stopped the tenure clock (33.60%). The only significant difference found between groups in usage of tenure clock stoppage was between female faculty members (40.36%) and male faculty members (28.50%). However, those with Non-Mainstream group feel that their department committees were less supportive of tenure clock extensions when compared to the Mainstream group (mean score of 4.39 versus 4.79).

### **Improving the tenure process**

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

Results for this question are shown in Table TP8a. The most common suggestion related to the clarity, consistency, and stability of the criteria for achieving tenure. In addition to indicating that they wanted the criteria for tenure to be clearly articulated, the faculty respondents also indicated that they wanted these criteria to be applied fairly and consistently to all candidates. The next most common group of suggestions related to removing or reducing faculty members' teaching requirements for achieving. Some faculty members also suggested a standard course release for those who are approaching their tenure review. The final two groups of suggestions each received the same number of comments from the respondents, so they are both included in this summary. The first was the suggestion for improved mentoring programs. Specifically, the respondents indicated that more systematic, more effective, and "deeper" mentoring would be of benefit to the tenure process for faculty. Some faculty also suggested that faculty mentoring programs may be of use to improving the process. The second of these final comment groups was a request related to the most common groups of comments: clarity and transparency about the tenure process, achieved through the creation and distribution of a step-by-step guide to the process, outlining tenure expectations, timelines, and procedures. Some indicated that their departments had already implemented this strategy and it was viewed as very helpful, while others did not have such a guide available but suggested that it would be of much use. A small proportion of the respondents for this question indicated that no improvements to the process were necessary. Some said that they knew where to find information about the tenure process, and others indicated that there were ample opportunities to complete the requirements for meeting tenure. While these comments are by far in the minority within the total response group, they show the range of opinions about the tenure process for junior faculty.

**Table TP1a. Clarity of Tenure Expectations, Tenure-Track Faculty Only**

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

|                         | N   | The criteria for<br>achieving tenure |           | The <u>research</u><br>expectations for<br>achieving tenure |           | The <u>teaching</u><br>expectations for<br>achieving tenure |           | The <u>service</u><br>expectations for<br>achieving tenure |           | The <u>outreach and<br/>extension</u><br>expectations for<br>achieving tenure |           | The <u>clinical</u><br>expectations for<br>achieving tenure |           |
|-------------------------|-----|--------------------------------------|-----------|---|-----------|---|-----------|--|-----------|---|-----------|---|-----------|
|                         |     | Mean                                 | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. | Mean   | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. |
| Total                   | 376 | 3.59                                 | (0.86)    | 3.73  | (0.88)    | 3.57  | (0.91)    | 3.25   | (1.00)    | 2.76  | (1.22)    | 2.53  | (1.22)    |
| Women                   | 164 | 3.50                                 | (0.89)    | 3.60  | (0.90) *  | 3.57  | (0.85)    | 3.26   | (0.97)    | 2.68  | (1.17)    | 2.49  | (1.22)    |
| Men                     | 212 | 3.65                                 | (0.84)    | 3.82  | (0.86)    | 3.57  | (0.96)    | 3.25   | (1.03)    | 2.81  | (1.25)    | 2.57  | (1.23)    |
| Faculty of Color        | 51  | 3.62                                 | (0.85)    | 3.84  | (0.88)    | 3.63  | (0.85)    | 3.37   | (0.96)    | 2.82  | (1.34)    | 1.75  | (1.06) *  |
| Majority Faculty        | 325 | 3.58                                 | (0.87)    | 3.71  | (0.88)    | 3.56  | (0.92)    | 3.24   | (1.10)    | 2.75  | (1.20)    | 2.68  | (1.20)    |
| Not US Citizen          | 74  | 3.72                                 | (0.79)    | 3.88  | (0.81)    | 3.62  | (0.87)    | 3.37   | (0.91)    | 2.93  | (1.13)    | 2.82  | (1.13)    |
| US Citizen              | 301 | 3.55                                 | (0.88)    | 3.69  | (0.90)    | 3.56  | (0.92)    | 3.23   | (1.03)    | 2.72  | (1.24)    | 2.45  | (1.24)    |
| Biological Science      | 143 | 3.71                                 | (0.85) *  | 3.91  | (0.83) *  | 3.53  | (0.93)    | 3.24   | (1.04)    | 2.75  | (1.26)    | 2.67  | (1.14)    |
| Physical Science        | 77  | 3.51                                 | (0.74)    | 3.58  | (0.82)    | 3.45  | (0.87)    | 3.06   | (0.95)    | 2.89  | (1.04)    | 2.75  | (1.67)    |
| Social Studies          | 106 | 3.59                                 | (0.88)    | 3.69  | (0.89)    | 3.74  | (0.81) *  | 3.45   | (0.89) *  | 2.82  | (1.28)    | 2.43  | (1.22)    |
| Arts & Humanities       | 49  | 3.29                                 | (0.98) *  | 3.45  | (1.02) *  | 3.46  | (1.05)    | 3.19   | (1.18)    | 2.38  | (1.26)    | 1.57  | (0.98) *  |
| Science Department      | 211 | 3.64                                 | (0.82)    | 3.79  | (0.85)    | 3.49  | (0.92)    | 3.16   | (1.02) *  | 2.81  | (1.18)    | 2.69  | (1.19)    |
| Non-Science Department  | 163 | 3.51                                 | (0.91)    | 3.63  | (0.92)    | 3.66  | (0.88)    | 3.38   | (0.98)    | 2.68  | (1.28)    | 2.17  | (1.23)    |
| STEMM Department        | 268 | 3.67                                 | (0.82) *  | 3.81  | (0.83) *  | 3.59  | (0.91)    | 3.27   | (1.00)    | 2.85  | (1.19) *  | 2.70  | (1.17)    |
| Non-STEMM Department    | 107 | 3.36                                 | (0.92)    | 3.50  | (0.96)    | 3.50  | (0.91)    | 3.22   | (1.01)    | 2.52  | (1.27)    | 2.10  | (1.26)    |
| Untenured               | 230 | 3.47                                 | (0.81) *  | 3.63  | (0.84) *  | 3.46  | (0.90) *  | 3.15   | (0.93) *  | 2.63  | (1.12) *  | 2.41  | (1.13)    |
| Tenured                 | 146 | 3.76                                 | (0.92)    | 3.88  | (0.93)    | 3.75  | (0.89)    | 3.43   | (1.09)    | 3.00  | (1.35)    | 2.77  | (1.37)    |
| Multiple Appointments   | 45  | 3.52                                 | (1.02)    | 3.67  | (0.93)    | 3.56  | (0.99)    | 3.38   | (1.07)    | 2.76  | (1.46)    | 2.14  | (1.21)    |
| Single Appointment      | 328 | 3.59                                 | (0.84)    | 3.73  | (0.88)    | 3.57  | (0.90)    | 3.24   | (1.00)    | 2.76  | (1.18)    | 2.59  | (1.22)    |
| Non-Mainstream Research | 243 | 3.49                                 | (0.84) *  | 3.65  | (0.87) *  | 3.51  | (0.90) *  | 3.16   | (0.97) *  | 2.60  | (1.17) *  | 2.49  | (1.30)    |
| Mainstream Research     | 122 | 3.79                                 | (0.87)    | 3.89  | (0.87)    | 3.72  | (0.90)    | 3.44   | (1.05)    | 3.02  | (1.25)    | 2.48  | (1.12)    |

\* Significant difference at  $p < .05$ .

**Table TP2a. Satisfaction With Tenure Process, Tenure-Track Faculty Only**

| <i>Thinking about the tenure process in your department....</i> |     |   |           |  |           |   |           |  |           |  |           |   |           |   |           |
|---|-----|---|-----------|--|-----------|---|-----------|--|-----------|--|-----------|---|-----------|---|-----------|
|   | N   | How satisfied are/were you with the tenure process overall? |           | How clearly are/were the criteria for tenure 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? |           | How consistent are the messages you received from senior colleagues about the requirements for tenure? |           | 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? |           | How consistent are/were the criteria for tenure with the stated responsibilities of your position at the time of your hire? |           |
|   |     | Mean  | Std. Dev. | Mean   | Std. Dev. | Mean  | Std. Dev. | Mean   | Std. Dev. | Mean   | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. |
| Total   | 365 | 3.37  | (1.07)    | 3.38   | (0.98)    | 2.99  | (1.09)    | 3.69   | (0.99)    | 3.38   | (1.07)    | 3.46  | (0.94)    | 3.55  | (1.00)    |
| Women   | 155 | 3.20  | (1.12) *  | 3.33   | (0.95)    | 2.95  | (1.10)    | 3.57   | (1.05)    | 3.23   | (1.11) *  | 3.37  | (0.94)    | 3.54  | 0.97      |
| Men   | 209 | 3.49  | (1.02)    | 3.42   | (1.00)    | 3.03  | (1.09)    | 3.78   | (0.93)    | 3.49   | (1.03)    | 3.53  | (0.94)    | 3.57  | 1.02      |
| Faculty of Color  | 48  | 3.39  | (1.06)    | 3.42   | (0.90)    | 3.17  | (1.03)    | 3.87   | (0.80)    | 3.57   | (0.93)    | 3.42  | (0.88)    | 3.68  | 0.91      |
| Majority Faculty  | 316 | 3.37  | (1.07)    | 3.38   | (0.99)    | 2.97  | (1.10)    | 3.66   | (1.02)    | 3.35   | (1.09)    | 3.47  | (0.96)    | 3.54  | 1.01      |
| Not US Citizen  | 71  | 3.60  | (1.01) *  | 3.54   | (0.95)    | 3.13  | (1.05)    | 3.86   | (0.90)    | 3.58   | (1.01)    | 3.70  | (0.84) *  | 3.83  | 0.87 *    |
| US Citizen  | 293 | 3.31  | (1.08)    | 3.34   | (0.98)    | 2.96  | (1.10)    | 3.65   | (1.01)    | 3.33   | (1.08)    | 3.40  | (0.96)    | 3.49  | 1.01      |
| Biological Science  | 137 | 3.37  | (1.05)    | 3.50   | (0.91)    | 3.19  | (1.12) *  | 3.74   | (1.04)    | 3.53   | (0.93) *  | 3.48  | (1.01)    | 3.52  | 1.03      |
| Physical Science  | 75  | 3.47  | (1.05)    | 3.24   | (1.01)    | 2.95  | (1.05)    | 3.73   | (0.87)    | 3.31   | (1.11)    | 3.46  | (0.79)    | 3.61  | 0.88      |
| Social Studies  | 104 | 3.39  | (1.10)    | 3.45   | (0.99)    | 2.89  | (1.08)    | 3.69   | (1.01)    | 3.44   | (1.10)    | 3.48  | (0.93)    | 3.68  | 0.95      |
| Arts & Humanities   | 47  | 3.16  | (1.12)    | 3.13   | (1.03)    | 2.71  | (1.04)    | 3.49   | (0.98)    | 2.96   | (1.17) *  | 3.40  | (1.05)    | 3.38  | 1.08      |
| Science Department  | 204 | 3.40  | (1.06)    | 3.40   | (0.96)    | 3.06  | (1.10)    | 3.72   | (0.99)    | 3.44   | (1.01)    | 3.47  | (0.94)    | 3.55  | 0.99      |
| Non-Science Department  | 159 | 3.32  | (1.09)    | 3.37   | (1.00)    | 2.90  | (1.08)    | 3.65   | (1.00)    | 3.31   | (1.13)    | 3.45  | (0.95)    | 3.59  | 0.99      |
| STEMM Department  | 260 | 3.46  | (1.04) *  | 3.47   | (0.95) *  | 3.06  | (1.08)    | 3.77   | (0.99) *  | 3.50   | (1.01) *  | 3.52  | (0.94)    | 3.62  | 0.98      |
| Non-STEMM Department  | 103 | 3.13  | (1.12)    | 3.18   | (1.02)    | 2.83  | (1.10)    | 3.50   | (0.98)    | 3.11   | (1.14)    | 3.32  | (0.95)    | 3.43  | 1.00      |
| Untenured   | 221 | 3.18  | (0.98) *  | 3.24   | (0.91) *  | 2.98  | (1.11)    | 3.55   | (0.97) *  | 3.31   | (1.02)    | 3.28  | (0.88) *  | 3.43  | 0.97 *    |
| Tenured   | 145 | 3.64  | (1.13)    | 3.60   | (1.04)    | 3.01  | (1.07)    | 3.89   | (0.99)    | 3.49   | (1.13)    | 3.72  | (0.97)    | 3.76  | 1.00      |
| Multiple Appointments   | 44  | 3.41  | (1.09)    | 3.36   | (1.10)    | 3.21  | (1.06)    | 3.98   | (0.90) *  | 3.38   | (1.25)    | 3.58  | (0.98)    | 3.62  | 1.06      |
| Single Appointment  | 317 | 3.36  | (1.07)    | 3.40   | (0.95)    | 2.96  | (1.10)    | 3.65   | (1.00)    | 3.39   | (1.04)    | 3.44  | (0.94)    | 3.56  | 0.98      |
| Non-Mainstream Research   | 237 | 3.22  | (1.10) *  | 3.24   | (0.97) *  | 2.94  | (1.09)    | 3.57   | (0.99) *  | 3.22   | (1.07) *  | 3.32  | (0.92) *  | 3.38  | 0.99 *    |
| Mainstream Research   | 117 | 3.66  | (0.97)    | 3.68   | (0.96)    | 3.15  | (1.11)    | 3.93   | (0.95)    | 3.67   | (1.00)    | 3.76  | (0.93)    | 3.93  | 0.91      |

\* Significant difference at  $p < .05$ .



**Table TP3a. Setting a Standard of Excellence, Tenure-Track Faculty Only**

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

|                         | N   | Your departmental<br>executive committee |           |   | Your divisional<br>committee |           |
|-------------------------|-----|--|-----------|---|------------------------------|-----------|
|                         |     | Mean                                     | Std. Dev. |   | Mean                         | Std. Dev. |
| Total                   | 292 | 3.04                                     | (0.67)    |   | 3.32                         | (0.69)    |
| Women                   | 121 | 3.15                                     | (0.75)    | * | 3.40                         | (0.70)    |
| Men                     | 171 | 2.96                                     | (0.60)    |   | 3.26                         | (0.68)    |
| Faculty of Color        | 41  | 3.10                                     | (0.58)    |   | 3.27                         | (0.76)    |
| Majority Faculty        | 251 | 3.03                                     | (0.69)    |   | 3.33                         | (0.68)    |
| Not US Citizen          | 63  | 3.10                                     | (0.64)    |   | 3.29                         | (0.61)    |
| US Citizen              | 229 | 3.03                                     | (0.68)    |   | 3.33                         | (0.71)    |
| Biological Science      | 117 | 3.04                                     | (0.67)    |   | 3.33                         | (0.69)    |
| Physical Science        | 64  | 2.89                                     | (0.65)    | * | 3.15                         | (0.63)    |
| Social Studies          | 73  | 3.04                                     | (0.61)    |   | 3.43                         | (0.73)    |
| Arts & Humanities       | 38  | 3.29                                     | (0.77)    | * | 3.38                         | (0.68)    |
| Science Department      | 175 | 2.99                                     | (0.67)    |   | 3.27                         | (0.68)    |
| Non-Science Department  | 117 | 3.11                                     | (0.67)    |   | 3.41                         | (0.70)    |
| STEMM Department        | 214 | 3.00                                     | (0.64)    |   | 3.26                         | (0.67)    |
| Non-STEMM Department    | 78  | 3.15                                     | (0.74)    |   | 3.49                         | (0.72)    |
| Untenured               | 150 | 3.09                                     | (0.72)    |   | 3.38                         | (0.71)    |
| Tenured                 | 142 | 2.99                                     | (0.62)    |   | 3.27                         | (0.67)    |
| Multiple Appointments   | 39  | 3.10                                     | (0.55)    |   | 3.29                         | (0.74)    |
| Single Appointment      | 251 | 3.04                                     | (0.69)    |   | 3.33                         | (0.68)    |
| Non-Mainstream Research | 182 | 3.05                                     | (0.70)    |   | 3.30                         | (0.63)    |
| Mainstream Research     | 102 | 3.03                                     | (0.65)    |   | 3.32                         | (0.76)    |

\* Significant difference at  $p < .05$ .

**Table TP4a. Applying Standards for Tenure, Tenure-Track Faculty Only**

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

|                         | N   | Your departmental<br>executive committee |           |   | Your divisional<br>committee |           |
|-------------------------|-----|--|-----------|---|------------------------------|-----------|
|                         |     | Mean                                     | Std. Dev. |   | Mean                         | Std. Dev. |
| Total                   | 275 | 3.96                                     | (0.87)    |   | 3.83                         | (0.87)    |
| Women                   | 117 | 3.79                                     | (0.99)    | * | 3.77                         | (0.84)    |
| Men                     | 158 | 4.09                                     | (0.75)    |   | 3.88                         | (0.89)    |
| Faculty of Color        | 37  | 4.05                                     | (0.74)    |   | 3.84                         | (0.77)    |
| Majority Faculty        | 238 | 3.95                                     | (0.89)    |   | 3.83                         | (0.89)    |
| Not US Citizen          | 57  | 4.05                                     | (0.81)    |   | 4.02                         | (0.71)    |
| US Citizen              | 218 | 3.94                                     | (0.89)    |   | 3.79                         | (0.90)    |
| Biological Science      | 108 | 3.94                                     | (0.80)    |   | 3.87                         | (0.91)    |
| Physical Science        | 60  | 3.98                                     | (0.75)    |   | 3.86                         | (0.58)    |
| Social Studies          | 70  | 4.06                                     | (0.99)    |   | 3.78                         | (0.98)    |
| Arts & Humanities       | 37  | 3.81                                     | (1.02)    |   | 3.77                         | (0.96)    |
| Science Department      | 163 | 3.95                                     | (0.78)    |   | 3.87                         | (0.82)    |
| Non-Science Department  | 112 | 3.97                                     | (0.99)    |   | 3.78                         | (0.95)    |
| STEMM Department        | 200 | 4.03                                     | (0.82)    | * | 3.93                         | (0.80)    |
| Non-STEMM Department    | 75  | 3.79                                     | (0.98)    |   | 3.59                         | (0.99)    |
| Untenured               | 137 | 3.77                                     | (0.92)    | * | 3.72                         | (0.79)    |
| Tenured                 | 138 | 4.14                                     | (0.78)    |   | 3.91                         | (0.92)    |
| Multiple Appointments   | 37  | 3.95                                     | (0.85)    |   | 4.06                         | (0.81)    |
| Single Appointment      | 237 | 3.96                                     | (0.88)    |   | 3.79                         | (0.87)    |
| Non-Mainstream Research | 178 | 3.82                                     | (0.87)    | * | 3.80                         | (0.81)    |
| Mainstream Research     | 90  | 4.19                                     | (0.83)    |   | 3.91                         | (0.93)    |

\* Significant difference at  $p < .05$ .

Table TP5a. Usefulness of Promotion Information Sources, Tenure-Track Faculty Only

Regarding the tenure 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                   | 366 | 3.41                  | (1.19)    | 3.74   | (1.13)    | 3.54  | (1.04)    | 3.34   | (1.19)    | 3.09                       | (1.30)    | 3.31                                 | (1.05)    | 3.34                | (1.01)    | 2.82                     | (1.15)    | 2.72      | (1.25)    | 2.11     | (1.02)    | 3.41            | (1.24)    | 3.71                      | (1.73)    |
| Women                   | 158 | 3.19                  | (1.25) *  | 3.74   | (1.21)    | 3.62  | (1.06)    | 3.54   | (1.10) *  | 3.27                       | (1.21) *  | 3.27                                 | (1.11)    | 3.31                | 1.06      | 2.89                     | (1.19)    | 2.98      | (1.19) *  | 2.27     | (1.09) *  | 3.53            | (1.28)    | 4.86                      | (0.38) *  |
| Men                     | 207 | 3.57                  | (1.11)    | 3.75   | (1.06)    | 3.48  | (1.03)    | 3.16   | (1.24)    | 2.94                       | (1.36)    | 3.34                                 | (1.00)    | 3.36                | 0.97      | 2.76                     | (1.12)    | 2.52      | (1.26)    | 2.00     | (0.96)    | 3.32            | (1.20)    | 2.57                      | (1.81)    |
| Faculty of Color        | 50  | 3.24                  | (1.27)    | 3.82   | (1.09)    | 3.64  | (0.97)    | 3.20   | (1.25)    | 3.24                       | (1.42)    | 3.72                                 | (0.91) *  | 3.49                | 0.91      | 3.02                     | (1.07)    | 2.74      | (1.20)    | 2.36     | (1.03)    | 3.94            | (1.07) *  | **                        | **        |
| Majority Faculty        | 315 | 3.43                  | (1.17)    | 3.73   | (1.13)    | 3.53  | (1.05)    | 3.36   | (1.18)    | 3.06                       | (1.28)    | 3.25                                 | (1.05)    | 3.31                | 1.03      | 2.79                     | (1.16)    | 2.72      | (1.26)    | 2.08     | (1.01)    | 3.32            | (1.24)    | 3.71                      | (1.73)    |
| Not US Citizen          | 73  | 3.71                  | (1.09) *  | 3.96   | (1.10)    | 3.53  | (1.08)    | 2.94   | (1.19) *  | 3.00                       | (1.19)    | 3.45                                 | (1.02)    | 3.39                | 0.95      | 2.84                     | (1.02)    | 2.98      | (1.08)    | 2.34     | (1.04)    | 3.15            | (1.28)    | 1.00                      | (0.00) *  |
| US Citizen              | 292 | 3.33                  | (1.20)    | 3.69   | (1.13)    | 3.55  | (1.03)    | 3.41   | (1.18)    | 3.10                       | (1.33)    | 3.28                                 | (1.05)    | 3.33                | 1.03      | 2.82                     | (1.17)    | 2.66      | (1.28)    | 2.05     | (1.01)    | 3.47            | (1.22)    | 4.17                      | (1.40)    |
| Biological Science      | 143 | 3.29                  | (1.23)    | 3.81   | (1.05)    | 3.49  | (1.04)    | 3.49   | (1.07) *  | 2.87                       | (1.28) *  | 3.30                                 | (1.08)    | 3.39                | 1.03      | 2.81                     | (1.05)    | 2.88      | (1.25)    | 2.22     | (0.90)    | 3.60            | (1.10) *  | 3.60                      | (1.67)    |
| Physical Science        | 75  | 3.45                  | (1.17)    | 3.69   | (1.19)    | 3.42  | (1.13)    | 2.91   | (1.31) *  | 3.10                       | (1.23)    | 3.10                                 | (0.92)    | 3.23                | 0.95      | 2.84                     | (1.04)    | 2.17      | (1.17) *  | 1.69     | (0.93) *  | 3.22            | (1.37)    | 3.00                      | (2.83)    |
| Social Studies          | 99  | 3.65                  | (1.15) *  | 3.88   | (1.13)    | 3.68  | (1.08)    | 3.38   | (1.26)    | 3.24                       | (1.38)    | 3.60                                 | (1.05) *  | 3.47                | 1.03      | 2.75                     | (1.33)    | 2.75      | (1.20)    | 2.14     | (1.13)    | 3.28            | (1.35)    | 5.00                      | (0.00) *  |
| Arts & Humanities       | 48  | 3.21                  | (1.12)    | 3.38   | (1.20) *  | 3.65  | (0.77)    | 3.32   | (1.22)    | 3.45                       | (1.23)    | 3.09                                 | (0.95)    | 3.11                | 0.95      | 3.03                     | (1.20)    | 3.00      | (1.27)    | 2.43     | (1.17)    | 3.28            | (1.17)    | 3.67                      | (2.31)    |
| Science Department      | 210 | 3.34                  | (1.22)    | 3.75   | (1.10)    | 3.46  | (1.07)    | 3.33   | (1.19)    | 2.93                       | (1.28) *  | 3.22                                 | (1.04) *  | 3.31                | 1.00      | 2.79                     | (1.05)    | 2.64      | (1.27)    | 2.03     | (0.94)    | 3.47            | (1.21)    | 3.43                      | (1.81)    |
| Non-Science Department  | 154 | 3.50                  | (1.14)    | 3.73   | (1.17)    | 3.67  | (0.98)    | 3.35   | (1.21)    | 3.30                       | (1.31)    | 3.45                                 | (1.03)    | 3.39                | 1.01      | 2.88                     | (1.27)    | 2.83      | (1.21)    | 2.25     | (1.12)    | 3.32            | (1.29)    | 4.33                      | (1.63)    |
| STEMM Department        | 264 | 3.47                  | (1.20)    | 3.80   | (1.11)    | 3.55  | (1.07)    | 3.36   | (1.17)    | 3.04                       | (1.30)    | 3.36                                 | (1.05)    | 3.38                | 1.01      | 2.83                     | (1.11)    | 2.70      | (1.24)    | 2.07     | (0.98)    | 3.45            | (1.21)    | 4.13                      | (1.46)    |
| Non-STEMM Department    | 100 | 3.24                  | (1.15)    | 3.59   | (1.16)    | 3.51  | (0.95)    | 3.25   | (1.28)    | 3.22                       | (1.31)    | 3.21                                 | (1.00)    | 3.26                | 0.99      | 2.81                     | (1.23)    | 2.78      | (1.28)    | 2.22     | (1.12)    | 3.29            | (1.31)    | 3.40                      | (2.19)    |
| Untenured               | 224 | 3.32                  | (1.11)    | 3.80   | (1.09)    | 3.51  | (1.05)    | 3.31   | (1.18)    | 2.95                       | (1.26) *  | 3.25                                 | (1.02)    | 3.31                | 0.97      | 2.79                     | (1.06)    | 2.76      | (1.24)    | 2.13     | (1.00)    | 3.38            | (1.25)    | 2.88                      | (1.89) *  |
| Tenured                 | 142 | 3.54                  | (1.29)    | 3.65   | (1.18)    | 3.60  | (1.03)    | 3.38   | (1.22)    | 3.31                       | (1.35)    | 3.40                                 | (1.08)    | 3.38                | 1.08      | 2.87                     | (1.28)    | 2.66      | (1.27)    | 2.09     | (1.05)    | 3.45            | (1.21)    | 4.83                      | (0.41)    |
| Multiple Appointments   | 45  | 3.37                  | (1.36)    | 3.89   | (1.13)    | 3.71  | (1.02)    | 3.66   | (0.94)    | 3.21                       | (1.29)    | 3.44                                 | (1.16)    | 3.67                | 0.99 *    | 3.03                     | (1.22)    | 3.03      | (1.16)    | 2.29     | (1.01)    | 3.88            | (0.91) *  | 5.00                      | (0.00) *  |
| Single Appointment      | 319 | 3.41                  | (1.17)    | 3.73   | (1.13)    | 3.52  | (1.05)    | 3.30   | (1.22)    | 3.07                       | (1.31)    | 3.30                                 | (1.02)    | 3.30                | 1.00      | 2.79                     | (1.13)    | 2.68      | (1.26)    | 2.09     | (1.02)    | 3.35            | (1.26)    | 3.64                      | (1.80)    |
| Non-Mainstream Research | 235 | 3.23                  | (1.17) *  | 3.65   | (1.14) *  | 3.46  | (1.08) *  | 3.27   | (1.17)    | 3.06                       | (1.27)    | 3.14                                 | (1.04) *  | 3.27                | 1.02      | 2.76                     | (1.16)    | 2.63      | (1.22)    | 2.11     | (0.99)    | 3.39            | (1.25)    | 3.60                      | (1.71)    |
| Mainstream Research     | 119 | 3.72                  | (1.17)    | 3.92   | (1.10)    | 3.70  | (0.97)    | 3.39   | (1.24)    | 3.15                       | (1.37)    | 3.64                                 | (0.99)    | 3.47                | 0.98      | 2.96                     | (1.11)    | 2.89      | (1.28)    | 2.11     | (1.10)    | 3.41            | (1.24)    | 4.00                      | (2.00)    |

\* Significant difference at  $p < .05$ .

\*\* No observations for this variable/group combination.

| University Individual or Group              |   | Miscellaneous  |   |
|---|---|--|---|
| Other Information Sources                   | N | Other Information Sources                            | N |
| Named individual (unspecified title)        | 1 | Word of mouth  | 1 |
| Department chair annual meetings            | 1 | Common sense   | 1 |
| Mentor                                      | 1 | Illegible  | 1 |
| Department secretary                        | 2 | Peers outside of UW                                  | 1 |
| Divisional committee, committee members     | 3 |  |   |
| Senior administrators                       | 1 |  |   |
| Non-UW ad-hoc committee                     | 1 |  |   |
| Women Faculty Mentoring Program             | 1 |  |   |
| Non-departmental review of dossier          | 1 |  |   |
| Written Materials                           |   | Negative Promotion Experiences                       |   |
| Other Information Sources                   | N | Other Information Sources                            | N |
| Tenure document                             | 1 | Lack of effective mentoring                          | 1 |
| Media (e.g., Chronicle of Higher Education) | 1 | Had to appeal to Faculty rights and responsibilities | 1 |
| Recent case decisions                       | 1 |  |   |

**Table TP7a. Tenure Clock Stoppage, Tenure-Track Faculty Only**

|                         | N   | Have you<br>slowed/stopped your<br>tenure clock? |           |   | <i>If yes....</i><br>How supportive was<br>your department? |           |
|-------------------------|-----|--|-----------|---|---|-----------|
|                         |     | Percent  | Std. Dev. |   | Mean  | Std. Dev. |
| Total                   | 381 | 33.60%   | (47.29)   |   | 4.48  | (1.10)    |
| Women                   | 166 | 40.36%   | (49.21)   | * | 4.33  | (1.26)    |
| Men                     | 214 | 28.50%   | (45.25)   |   | 4.64  | (0.89)    |
| Faculty of Color        | 51  | 37.25%   | (48.83)   |   | 4.63  | (0.83)    |
| Majority Faculty        | 329 | 33.13%   | (47.14)   |   | 4.45  | (1.15)    |
| Not US Citizen          | 74  | 27.03%   | (44.71)   |   | 4.47  | (1.02)    |
| US Citizen              | 306 | 35.29%   | (47.87)   |   | 4.48  | (1.12)    |
| Biological Science      | 145 | 33.79%   | (47.46)   |   | 4.57  | (0.95)    |
| Physical Science        | 78  | 26.92%   | (44.64)   |   | 4.42  | (1.07)    |
| Social Studies          | 107 | 40.19%   | (49.26)   |   | 4.50  | (1.19)    |
| Arts & Humanities       | 49  | 30.61%   | (46.57)   |   | 4.20  | (1.37)    |
| Science Department      | 214 | 29.91%   | (45.89)   |   | 4.48  | (1.02)    |
| Non-Science Department  | 165 | 38.79%   | (48.88)   |   | 4.48  | (1.19)    |
| STEMM Department        | 270 | 31.85%   | (46.68)   |   | 4.57  | (0.95)    |
| Non-STEMM Department    | 109 | 38.53%   | (48.89)   |   | 4.31  | (1.35)    |
| Untenured               | 233 | 33.40%   | (0.47)    |   | 4.44  | (1.06)    |
| Tenured                 | 148 | 33.70%   | (0.47)    |   | 4.54  | (1.18)    |
| Multiple Appointments   | 45  | 37.78%   | (49.03)   |   | 4.12  | (1.27)    |
| Single Appointment      | 332 | 33.43%   | (47.25)   |   | 4.54  | (1.07)    |
| Non-Mainstream Research | 247 | 36.03%   | (48.11)   |   | 4.39  | (1.15)    |
| Mainstream Research     | 122 | 30.33%   | (46.16)   |   | 4.79  | (0.73)    |

\* Significant difference at  $p < .05$ .

**Table TP8a. Strategies to Improve the Tenure Process for Junior Faculty, Tenure-Track Faculty Only (Full Codebook)**

| <b>Department-specific Strategies</b>   |          | <b>Mentorship, Mentor Committee Programs and Processes</b>                                 |          |
|---|----------|--|----------|
| <u>Improvement Strategies</u>   | <u>N</u> | <u>Improvement Strategies</u>  | <u>N</u> |
| Good, ethical department chairs; specified role and expectations for chair                          | 9        | Mentoring, mentoring committees (general)  | 10       |
| Ensure that department committee does job completely, ethically, in advance of reviews              | 4        | Deeper/more effective/improved/systematic mentoring, committee; increased mentor training  | 16       |
| Consistent departmental committee, chair representation   | 2        | Regularly scheduled mentoring/committee meetings and feedback                              | 9        |
| Step-by-step outline/guideline/communication of the process   | 16       | Mentor committees have improved  | 1        |
| More support for collaborations within the department   | 1        | Supplement the committee with a faculty member from outside the dept                       | 3        |
| External review, accountability of departmental processes   | 7        | Do not match mentors solely based on research interests                                    | 1        |
| Involve non-department members in reviews   | 2        | Better, more critical mentor feedback in annual review                                     | 2        |
| Consistent guidance/feedback from department and its senior members                                 | 4        | Provide tools, consistent advice, for accomplishing the mentoring goals; concrete guidance | 4        |
| Improve hiring  | 4        | Separate mentoring from evaluation   | 1        |
| Open tenure discussions in departmental meetings to all faculty                                     | 1        | Communication, cooperation between mentor committee, divisional committee                  | 2        |
|   |          | Offer incentives for good mentoring  | 1        |
|   |          | Allow faculty to change mentors if desired or needed                                       | 1        |
| <b>Divisional-Specific Strategies</b>   |          | <b>Teaching-specific Strategies</b>  |          |
| <u>Improvement Strategies</u>   | <u>N</u> | <u>Improvement Strategies</u>  | <u>N</u> |
| expectations/criteria, fair/objective application at divisional level                               | 11       | Specify/communicate clear, consistent, realistic teaching expectations                     | 8        |
| Improved appeal, investigation process at the divisional level                                      | 3        | Remove/reduce teaching requirement(s)/load; course release                                 | 25       |
| Consistent divisional committee representation  | 2        | Change distribution of teaching responsibilities according to tenure status                | 1        |
| Consistency, communication between divisional and departmental levels; intra-divisional consistency | 7        | Provide teaching opportunities   | 1        |
| Better educate divisional committees  | 5        |  |          |
| Educate divisional committees on interdisciplinary cases  | 5        |  |          |
| Educate divisional committees on outreach/extension case  | 2        |  |          |
| Educate divisional committees about disciplines other than their own                                | 2        |  |          |
| Reduce divisional committee influence, remove the divisional committee                              | 4        |  |          |
|   |          | <b>Student-specific Strategies</b>   |          |
|   |          | <u>Improvement Strategies</u>  | <u>N</u> |
|   |          | More funding for graduate students   | 2        |
|   |          | Consider student evaluations carefully   | 2        |

|                                      |   |
|--------------------------------------|---|
| Protection from too many students    | 1 |
| Recruiting quality graduate students | 1 |

### Criteria, Expectations, Standards and their

| Application  |    |
|--|----|
| Improvement Strategies   | N  |
| Make criteria/expectations/processes clear, standardized, stable; apply consistently to all candidates; recognize disciplinary differences | 41 |
| Recognize multiple equivalent paths, multiple modes for a standard of excellence   | 8  |
| Realistic or achievable standards, criteria, expectations  | 4  |
| Emphasize quality over quantity, make process rigorous   | 4  |
| Set goals collaboratively  | 2  |
| Requirements should be proportional to the percentage of each appointment component  | 1  |
| Remove perceived arbitrariness, unfairness, mystery; personal or political biases  | 13 |
| Reduce workload  | 3  |
| Ensure that faculty read and review tenure standards, attend meetings to learn criteria  | 2  |

### Research-specific Strategies

| Improvement Strategies  | N  |
|---|----|
| Make research and publication expectations/guidelines explicitly clear; apply consistently; communicate early on                | 15 |
| Better recognize contributions outside research, recognize value of clinical/translational/interdisciplinary/community research | 8  |
| Recognize different types of publications (e.g., monographs, online work, non-research publications, policy-relevant work)      | 5  |
| Increase or provide adequate research funds, support, establish program   | 4  |
| Allow leave time for writing, research specifically   | 4  |
| Assess number of publications differently depending on type of research   | 1  |
| Mechanisms for more writing feedback (e.g., paper publishing)   | 2  |

### Clinical Practice Strategies

| Improvement Strategies  | N |
|---|---|
| Align job expectations with criteria in clinical departments                    | 1 |
| Recognize the impact of clinical service, more credit for clinical contribution | 4 |
| Hire additional clinical staff to help tenure-track staff succeed               | 1 |
| Reduce clinical load or responsibilities  | 1 |
| Increase awareness of the issues facing the clinician scientist                 | 1 |
| Separate process needed for clinical faculty                                    | 1 |
| Income incentives for clinical faculty who see patients detracts from research  | 1 |

### Procedural, Practical, Logistical Strategies

| Improvement Strategies  | N |
|---|---|
| Host workshops/retreats on the process, orientation   | 8 |
| Standardized dossier/procedures to keep track of progress, organize and submit documents; less paperwork                              | 5 |
| Provide information about why some faculty do/do not get tenure; contact with those who have recently completed process               | 4 |
| Provide sample dossiers from different faculty members (e.g., not just "stars", successful and failed, variety of examples)           | 9 |
| More administrative support and information (e.g., budgeting, staff management, grants, production schedules, various online systems) | 5 |
| Process should be anonymous   | 1 |
| Time management suggestions   | 1 |

|  |    |  |   |
|--|----|--|---|
| Recognize, support collaborative contributions and publications                      | 6  | Encourage networking among junior faculty  | 1 |
| Count grants as part of research productivity  | 1  | Attend to spousal partner needs  | 1 |
| Acknowledge conditions in academic publishing, differences in publication timeframes | 2  | Publish tenure rates each year   | 1 |
|  |    | Provide more protected time  | 5 |
|  |    | Have the Board of Regents meet twice a year  | 1 |
|  |    | Separate clinical from basic sciences  | 1 |
|  |    | Remove/reduce administrative expectations  | 1 |
| <b>Service-specific Strategies</b>   |    |  |   |
| Improvement Strategies   | N  |  |   |
| Clear, consistent articulation of service expectations                               | 4  |  |   |
| Reduce service load  | 9  |  |   |
| <b>Leave Policies and Implementation</b>   |    | <b>Resources and Funding Strategies</b>  |   |
| Improvement Strategies   | N  | Improvement Strategies   | N |
| Clear, fair, explicit, cohesive policies/expectations regarding parental leave       | 9  | Provide resources, lab space, equipment, support   | 5 |
| Sabbaticals, paid leave time   | 7  | Increase salary, hard-money salary support   | 2 |
| Paid maternity leave   | 1  | More buyout funds  | 1 |
| Account for family needs   | 1  | Better start-up packages   | 2 |
|  |    | Awareness of difficulty in obtaining grants, funding (e.g., conditions at NIH)                         | 3 |
| <b>Miscellaneous</b>   |    | <b>Tenure Clock Policies and Strategies</b>  |   |
| Comments   | N  | Improvement Strategies   | N |
| Not applicable   | 1  | Extend tenure clock, lengthen the process  | 4 |
| Illegible  | 2  | Process takes a long time  | 2 |
| Concerns about survey question wording, format, depth                                | 3  | Flexibility with tenure clock has improved, is an improvement  | 1 |
| Hard to say, not sure  | 4  | Stopping clock should not be mandatory   | 2 |
| Things have improved, will continue to improve                                       | 12 | Clock should be automatically stopped  | 1 |
| Satisfied with the process, adequate resources available                             | 29 | Remove ambiguity, improve consistency, clear policy/procedures in defining slowed tenure clock         | 5 |
| Phase out/eliminate tenure; tenure is a distraction                                  | 5  | Stopping clock is reasonable, but has little impact at time of review                                  | 2 |
| Separate tenure from promotion   | 1  | Extensions perceived to be unfair to those who are ineligible  | 1 |
| Have not yet been reviewed, new to the institution                                   | 8  | Remove stigma, perceived weakness of stopping clock  | 1 |
| Tenured as part of my hiring package, soon after hire                                | 2  | Stop clock for teaching rather than research   | 1 |
| Process seems better here than elsewhere   | 1  | Default one-year extension for childbirth or adoption  | 1 |
| Negative comments about department, faculty, committee, process, criteria            | 8  | Support multiple births, treat the same as single births for extensions (one-year extension per child) | 1 |
| Asked to be contacted for further discussion   | 1  |  |   |



## **Section 4: Detailed Results by Topic**

### **E. Workload**

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

# Workload Summary

## Workload Summary

This section was designed to gauge the number of academic activities undertaken by UW-Madison faculty members, including the quantities of various activities and the proportion of time spent on each. In general, we saw that work is distributed fairly evenly across the different faculty groups, with a few notable exceptions. While no differences were found for number of courses taught, and only three differences were found in numbers of advisees and committees served, Women faculty submit fewer academic products than Men faculty in all categories but one. Faculty members who are Not US Citizens do less clinical inpatient and outpatient teaching, advise fewer students, and serve on fewer committees than faculty who are US Citizens, but no significant differences were found in the numbers of academic products submitted. Differences also emerged between Untenured and Tenured faculty, with Untenured faculty taking on far fewer advisees and serving on fewer committees, yet working more hours than their Tenured colleagues. We also saw a disciplinary divide, in that faculty members from Science Departments report teaching higher numbers of graduate courses, performing much more clinical teaching, and submitting higher numbers of a few categories of key academic products than faculty members from Non-Science Departments. Virtually no differences were found between Faculty of Color and Majority Faculty.

## Workload Specifics

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

Results for faculty teaching load are shown in Tables W1a and W2a. While a few differences were found according to the divisions and citizenship status, distribution of this work is even. The average number of courses taught at the undergraduate level is 1.58, and the average for the number of graduate or professional courses is 1.85. The differences in number of courses ran along disciplinary lines, and the differences are not consistent within a group between undergraduate and graduate or professional courses taught. For example, Arts & Humanities faculty members teach the most undergraduate courses (average of 2.65), and low numbers of graduate or professional courses (average of 1.25); Biological Sciences faculty teach the fewest undergraduate courses (average of 1.33) but by far the most graduate or professional courses (average of 2.69). Similarly, faculty members from the Biological Sciences do substantially more clinical teaching, in both inpatient (21.27%) and outpatient (17.69%) settings. Finally, faculty members who are Not US Citizens do substantially less clinical teaching than those who are US Citizens, in inpatient (3.48% versus 9.25%) and outpatient (2.70% versus 7.55%) settings, and also spend approximately one-quarter the number of weeks on service supervising students or residents (average of 4.17 versus 17.76).

Results for academic advising are shown in Table W3a. More differences emerged in this area than had been found for teaching responsibilities. Women faculty have less postdoctoral associates, residents, or fellows as advisees (average of 1.08 versus 1.76), but more informal student advisees (average of 4.99 versus 4.18) than Men faculty. Among the divisions, Biological Sciences faculty have the most postdoctorate, resident, or fellow advisees (average of 2.71), while faculty from the Physical Sciences have the highest average number of undergraduate advisees (7.19) and the fewest informal student advisees (3.04). Arts & Humanities faculty members report having the highest average number of informal student advisees (6.23). Looking to tenure status, we found that on average, Untenured faculty have significantly fewer student advisees in all categories when compared to Tenured faculty: undergraduate students (average of 3.86 versus 6.09); graduate or

professional students (average of 4.50 versus 5.88); postdoctorates, fellows, or residents (average of 0.78 versus 1.72); and informal student advisees (average of 3.35 versus 4.75).

Results for formal and ad-hoc committee service are shown in Table W4a. The faculty report an average of 2.88 departmental committees; 1.84 University, school, division, or hospital committees; and 2.25 external committees or boards. Looking across different faculty groups, we saw that some groups perform more committee service than others. Women faculty members serve on fewer external committees or boards when compared to Men faculty members (average of 2.02 versus 2.35). Faculty who are Not US Citizens serve on fewer departmental committees (average of 2.47 versus 2.92) and University, school, divisional, or hospital committees (average of 1.36 versus 1.89) than US Citizen faculty. By division, Arts & Humanities faculty members serve on the highest number of departmental committees (3.40) and the fewest external committees or boards (1.93). Faculty in the Biological Sciences serve on the most University, school, divisional, or hospital committees (average of 2.24) and external committees or boards (average of 2.54). We found that Untenured faculty serve on less committees in all three types when compared to Tenured faculty: departmental committees (average of 1.97 versus 3.10); University, school, divisional, or hospital committees (average of 0.78 versus 2.10); and external committees or boards (average of 1.33 versus 2.47). Finally, we saw that faculty with Multiple Appointments serve on more of all three kinds of committees when compared to faculty with a Single Appointment, though only two of the differences were significant.

Results for faculty academic productivity are shown in Table W5a. Overall, faculty members submitted papers (average of 4.21), conference papers or presentations (average of 4.03), grant proposals (average of 2.75), and “other scholarly and creative works” (average of 1.41) the most in the last calendar year. Among the “other” works submitted by faculty, the most common included creative or artistic works (e.g., music or compositions, exhibits), scholarly publications or presentations (e.g., review articles, book reviews, law reviews, or monographs), technical or scientific materials (e.g., patents or patent applications and reports), and other publications or contributions (e.g., online publications such as a website or blog, editorials or perspective pieces, general articles, or newspaper pieces).

In this area of faculty workload, a larger number of differences emerged across the different faculty groups, though very few were found according to race and ethnicity, citizenship status, or number of appointments. Women faculty members submitted significantly fewer papers (average of 3.31 versus 4.67), conference papers or presentations (average of 3.30 versus 4.40), edited books (average of 0.09 versus 0.23), or book chapters (0.87 versus 1.07) than Men faculty on average. By division, Physical Sciences faculty submitted the highest average number of papers (5.54), conference papers or presentations (4.78), and grant proposals (3.48), and the lowest average number of book chapters (0.58) and other scholarly or creative works (0.53). Faculty in the Arts & Humanities submitted the fewest of all kinds of academic products included on our survey, with the exception of other scholarly or creative works, of which they submitted the most (average of 4.04). Untenured faculty, as may be expected, submitted more grant proposals compared to Tenured faculty (average of 3.41 versus 1.73). Additionally, we saw differences between faculty in the Non-Mainstream research group and those who feel they are in the Mainstream; Non-Mainstream faculty submitted significantly fewer papers (average of 3.86 versus 4.86), conference papers or presentations (average of 3.74 versus 4.60), and authored books (average of 0.14 versus 0.23).

Results for hours in a typical work week are shown in Table W7a. On average, the faculty reported working 57.32 hours in a week. Differences for this question emerged according to gender, discipline, and tenure status. Women faculty members have fewer hours in their work week than Men (56.08 hours versus 57.93 hours). In the four divisions, Physical Sciences faculty members have the longest work week with an average of 58.68 hours, while Arts & Humanities faculty have the least average hours (54.91). Finally, Untenured faculty have a longer work week than Tenured faculty (average of 59.12 hours versus 56.87).

Time allocation results are shown in Table W8a. As a whole, the faculty reports spending the most time on scholarship and research (31.87%), teaching (24.12%), administrative tasks (13.76%), and meeting with students (13.49%). They spend the least amount of time on other activities that they specified (1.30%), though 12.06% of the entire respondent group did indicate at least one item for this question. The most common among these other activities are participating in the preparation of academic products by serving as peer reviewers or editors for manuscripts, proposals, and other materials; serving the profession, societies and organizations, state and federal boards and entities, and the community; participating in grantsmanship, including writing and administering their own grants, and serving as grant reviewers;; conducting general clerical and administrative work (e.g., e-mails, time and effort certification, maintaining IRB compliance); and maintaining peer relationships, including mentoring junior faculty, participating in peer evaluation, writing letters of recommendation, and serving as a supervisor. Several group differences emerged for this question group. Women faculty members spend a higher proportion of their time on teaching (25.79% versus 23.28%) and committee work (8.47% versus 7.19%) than Men faculty. According to citizenship status, we saw that faculty who are Not US Citizens spend more time meeting with students (16.25% versus 13.19%) and scholarship and research (35.45% versus 31.45%), but less time on administrative tasks (10.88% versus 14.08%), clinical work (0.81% versus 3.20%), and extension or outreach activities (1.75% versus 4.19%). Biological Sciences faculty spend the lowest proportion of time on teaching (15.94%) and committee work (6.45%), and the highest percentages of time on research (37.15%) and clinical work (7.69%). Meanwhile, Arts & Humanities faculty spend the highest proportions of their time on teaching (39.68%) and committee work (8.92%), and the least amount of time on scholarship and research (20.49%), external consulting (0.54%), and extension or outreach activities (2.21%). Faculty members in Science Departments spend more time in other activities that they specified on the survey, compared to Non-Science Department faculty (1.63% versus 0.83%). Compared to Tenured faculty, Untenured faculty members spend higher proportions of their time on both teaching (26.22% versus 23.61%) and scholarship or research (39.94% versus 29.89%), but far less on administrative work (6.35% versus 15.58%), committee work (4.87% versus 8.29%), and external consulting (0.57% versus 1.05%).

Finally, faculty perception of workload reasonableness is reported in Table W10a. Overall, the faculty feel that their workload is somewhat heavy, but not excessively so (mean score of 3.75). Only a few differences were found for this question. Women faculty members rate their workload as heavier than Men faculty (mean score of 3.86 versus 3.70). Those in Non-Science Departments say that their workloads are too heavy in comparison to those in Science Departments (mean score of 3.80 versus 3.71). Finally, faculty members with Multiple Appointments perceive their workload to be too heavy when compared to faculty members with a Single Appointment (mean score of 3.89 versus 3.72).

**Table W1a. Number of Classes Taught, Tenure-Track Faculty Only**

*In the current academic year, excluding independent studies...*

|                         | N    | how many classes<br>primarily for<br>undergraduate<br>students did you<br>teach? |           |   | how many classes<br>primarily for graduate<br>or professional<br>students did you<br>teach? |           |   |
|-------------------------|------|--|-----------|---|---|-----------|---|
|                         |      | Mean   | Std. Dev. |   | Mean  | Std. Dev. |   |
| Total                   | 1139 | 1.58   | (2.88)    |   | 1.85  | (4.50)    |   |
| Women                   | 387  | 1.56   | (2.80)    |   | 1.63  | (3.68)    |   |
| Men                     | 751  | 1.59   | (2.92)    |   | 1.96  | (4.87)    |   |
| Faculty of Color        | 136  | 1.83   | (2.36)    |   | 2.29  | (5.02)    |   |
| Majority Faculty        | 1002 | 1.55   | (2.94)    |   | 1.79  | (4.42)    |   |
| Not US Citizen          | 114  | 1.97   | (3.82)    |   | 1.50  | (2.01)    |   |
| US Citizen              | 1024 | 1.53   | (2.75)    |   | 1.89  | (4.70)    |   |
| Biological Science      | 427  | 1.33   | (4.39)    |   | 2.69  | (7.03)    | * |
| Physical Science        | 236  | 1.47   | (1.10)    |   | 1.18  | (1.74)    | * |
| Social Studies          | 296  | 1.38   | (1.28)    | * | 1.54  | (1.33)    | * |
| Arts & Humanities       | 175  | 2.65   | (1.47)    | * | 1.25  | (1.18)    | * |
| Science Department      | 644  | 1.39   | (3.61)    | * | 2.16  | (5.86)    | * |
| Non-Science Department  | 489  | 1.82   | (1.48)    |   | 1.45  | (1.30)    |   |
| Untenured               | 227  | 1.45   | (2.74)    |   | 1.44  | (2.03)    | * |
| Tenured                 | 914  | 1.61   | (2.91)    |   | 1.95  | (4.92)    |   |
| Multiple Appointments   | 198  | 1.33   | (3.32)    |   | 1.98  | (5.20)    |   |
| Single Appointment      | 930  | 1.63   | (2.79)    |   | 1.82  | (4.36)    |   |
| Non-Mainstream Research | 682  | 1.76   | (3.51)    | * | 1.85  | (4.80)    |   |
| Mainstream Research     | 409  | 1.30   | (1.49)    |   | 1.72  | (3.31)    |   |

\* Significant difference at  $p < .05$ .

**Table W2a. Clinical Teaching, Tenure-Track Faculty Only**

*In the current academic year, excluding independent studies...*

|                         | N    | Have you done clinical teaching in an outpatient setting? |           | In how many outpatient sessions do you supervise students or residents (on average per |           | Have you done clinical teaching in an inpatient setting? |           | How many weeks on service will you supervise students or residents? |           |
|-------------------------|------|---|-----------|--|-----------|--|-----------|---|-----------|
|                         |      | %   | Std. Dev. | Mean   | Std. Dev. | %  | Std. Dev. | Mean  | Std. Dev. |
| Total                   | 1165 | 8.67%   | (28.15)   | 3.34   | (6.05)    | 7.07%  | (25.64)   | 16.91   | (17.11)   |
| Women                   | 394  | 7.61%   | (26.56)   | 2.32   | (3.31)    | 4.24%  | (20.19) * | 6.86  | (6.12) *  |
| Men                     | 770  | 9.22%   | (28.95)   | 3.77   | (6.86)    | 8.51%  | (27.93)   | 19.93   | (18.20)   |
| Faculty of Color        | 141  | 8.51%   | (28.00)   | 2.75   | (2.01)    | 5.80%  | (23.45)   | 21.38   | (20.80)   |
| Majority Faculty        | 1023 | 8.70%   | (28.20)   | 3.41   | (6.39)    | 7.25%  | (25.95)   | 16.49   | (16.82)   |
| Not US Citizen          | 115  | 3.48%   | (18.40) * | 1.75   | (1.71)    | 2.70%  | (16.29) * | 4.17  | (4.83) *  |
| US Citizen              | 1049 | 9.25%   | (28.98)   | 3.40   | (6.15)    | 7.55%  | (26.44)   | 17.76   | (17.31)   |
| Biological Science      | 442  | 21.27%  | (40.97) * | 3.52   | (6.38)    | 17.69%   | (38.20) * | 18.25   | (17.15)   |
| Physical Science        | 238  | 0.00%   | (0.00) *  | N/A  | N/A       | 0.43%  | (6.59) *  | 8.20  | (15.59)   |
| Social Studies          | 297  | 1.68%   | (12.89) * | 1.38   | (1.06) *  | 0.00%  | (0.00) *  | N/A   | N/A       |
| Arts & Humanities       | 178  | 0.56%   | (7.50) *  | 4.50   | (3.54)    | 1.19%  | (10.88) * | 10.67   | (16.77)   |
| Science Department      | 661  | 13.92%  | (34.64) * | 3.55   | (6.41)    | 11.79%   | (32.28) * | 17.85   | (17.16)   |
| Non-Science Department  | 494  | 1.62%   | (12.64)   | 1.92   | (1.93)    | 0.63%  | (7.94)    | 9.90  | (16.54)   |
| Untenured               | 230  | 9.13%   | (28.87)   | 2.30   | (3.53)    | 8.10%  | (27.34)   | 9.75  | (14.52) * |
| Tenured                 | 935  | 8.56%   | (27.99)   | 3.63   | (6.58)    | 6.83%  | (25.24)   | 18.81   | (17.33)   |
| Multiple Appointments   | 200  | 6.00%   | (23.81)   | 4.38   | (9.93)    | 2.56%  | (15.85) * | 18.00   | (20.49)   |
| Single Appointment      | 952  | 9.24%   | (28.98)   | 3.17   | (5.13)    | 8.00%  | (27.15)   | 16.92   | (17.02)   |
| Non-Mainstream Research | 697  | 8.61%   | (28.07)   | 3.74   | (7.31)    | 6.73%  | (25.07)   | 14.06   | (14.86)   |
| Mainstream Research     | 420  | 9.05%   | (28.72)   | 2.66   | (2.75)    | 7.46%  | (26.31)   | 20.92   | (20.25)   |

\* Significant difference at  $p < .05$ .

**Table W3a. Academic Advising, Tenure-Track 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                   | 1149 | 5.64                   | (9.81)    | 5.62                              | (6.69)    | 1.54   | (3.75)    | 4.46                      | (6.08)    |
| Women                   | 389  | 5.06                   | (8.94)    | 5.82                              | (7.07)    | 1.08   | (2.78) *  | 4.99                      | (6.05) *  |
| Men                     | 759  | 5.94                   | (10.23)   | 5.52                              | (6.50)    | 1.76   | (4.13)    | 4.18                      | (6.08)    |
| Faculty of Color        | 142  | 4.47                   | (8.80)    | 5.39                              | (7.73)    | 1.28   | (1.99)    | 3.89                      | (4.98)    |
| Majority Faculty        | 1006 | 5.80                   | (9.94)    | 5.65                              | (6.54)    | 1.57   | (3.93)    | 4.53                      | (6.21)    |
| Not US Citizen          | 112  | 3.96                   | (6.53) *  | 4.65                              | (3.77) *  | 1.22   | (1.93)    | 4.01                      | (6.83)    |
| US Citizen              | 1036 | 5.83                   | (10.10)   | 5.72                              | (6.93)    | 1.57   | (3.90)    | 4.51                      | (5.99)    |
| Biological Science      | 430  | 5.35                   | (8.69)    | 4.38                              | (6.63) *  | 2.71   | (5.15) *  | 4.25                      | (6.33)    |
| Physical Science        | 240  | 7.19                   | (11.01) * | 5.51                              | (4.05)    | 1.06   | (1.44) *  | 3.04                      | (4.26) *  |
| Social Studies          | 297  | 5.13                   | (10.51)   | 7.41                              | (8.73) *  | 0.45   | (1.03) *  | 4.76                      | (5.61)    |
| Arts & Humanities       | 172  | 5.10                   | (9.52)    | 5.77                              | (5.05)    | 0.63   | (3.64) *  | 6.23                      | (7.54) *  |
| Science Department      | 651  | 6.07                   | (9.70)    | 4.73                              | (5.88) *  | 2.17   | (4.35) *  | 3.82                      | (5.71) *  |
| Non-Science Department  | 488  | 5.08                   | (10.03)   | 6.80                              | (7.54)    | 0.52   | (2.22)    | 5.27                      | (6.40)    |
| Untenured               | 222  | 3.86                   | (6.86) *  | 4.50                              | (6.19) *  | 0.78   | (1.21) *  | 3.35                      | (4.65) *  |
| Tenured                 | 927  | 6.09                   | (10.37)   | 5.88                              | (6.78)    | 1.72   | (4.12)    | 4.75                      | (6.37)    |
| Multiple Appointments   | 196  | 4.92                   | (8.65)    | 5.89                              | (4.53)    | 1.77   | (4.11)    | 5.07                      | (7.40)    |
| Single Appointment      | 940  | 5.83                   | (10.09)   | 5.57                              | (7.09)    | 1.48   | (3.69)    | 4.31                      | (5.76)    |
| Non-Mainstream Research | 687  | 5.76                   | (9.72)    | 5.53                              | (6.67)    | 1.34   | (3.40) *  | 4.32                      | (5.98)    |
| Mainstream Research     | 414  | 5.53                   | (9.61)    | 5.93                              | (6.93)    | 1.89   | (4.37)    | 4.67                      | (6.22)    |

\* Significant difference at  $p < .05$ .

**Table W4a. Formal and Ad-Hoc Committee Service, Tenure-Track Faculty Only**

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

|                         | N    | Departmental<br>committees |           |   | University, school,<br>divisional, or hospital<br>committees |           |   | External committees<br>or boards |           |
|-------------------------|------|----------------------------|-----------|---|--|-----------|---|----------------------------------|-----------|
|                         |      | Mean                       | Std. Dev. |   | Mean   | Std. Dev. |   | Mean                             | Std. Dev. |
| Total                   | 1153 | 2.88                       | (2.09)    |   | 1.84   | (2.00)    |   | 2.25                             | (2.38)    |
| Women                   | 388  | 2.90                       | (2.18)    |   | 1.90   | (2.10)    |   | 2.03                             | (2.02) *  |
| Men                     | 764  | 2.87                       | (2.04)    |   | 1.81   | (1.95)    |   | 2.35                             | (2.55)    |
| Faculty of Color        | 137  | 3.00                       | (2.09)    |   | 1.76   | (2.13)    |   | 2.40                             | (2.62)    |
| Majority Faculty        | 1015 | 2.86                       | (2.09)    |   | 1.86   | (1.98)    |   | 2.22                             | (2.35)    |
| Not US Citizen          | 116  | 2.47                       | (1.80)    | * | 1.36   | (1.70)    | * | 1.89                             | (2.20)    |
| US Citizen              | 1036 | 2.92                       | (2.11)    |   | 1.89   | (2.02)    |   | 2.28                             | (2.40)    |
| Biological Science      | 434  | 2.77                       | (2.26)    |   | 2.24   | (2.21)    | * | 2.54                             | (2.60) *  |
| Physical Science        | 240  | 2.68                       | (1.68)    |   | 1.22   | (1.42)    | * | 2.28                             | (2.48)    |
| Social Studies          | 294  | 2.86                       | (1.97)    |   | 1.79   | (1.82)    |   | 1.96                             | (2.23) *  |
| Arts & Humanities       | 176  | 3.40                       | (2.22)    | * | 1.80   | (2.21)    |   | 1.93                             | (1.80) *  |
| Science Department      | 655  | 2.70                       | (2.07)    | * | 1.88   | (2.04)    |   | 2.47                             | (2.58) *  |
| Non-Science Department  | 489  | 3.10                       | (2.07)    |   | 1.79   | (1.96)    |   | 1.95                             | (2.07)    |
| Untenured               | 226  | 1.97                       | (1.43)    | * | 0.78   | (1.15)    | * | 1.33                             | (1.60) *  |
| Tenured                 | 927  | 3.10                       | (2.16)    |   | 2.10   | (2.08)    |   | 2.47                             | (2.49)    |
| Multiple Appointments   | 195  | 3.15                       | (2.33)    |   | 2.51   | (2.49)    | * | 2.58                             | (2.69) *  |
| Single Appointment      | 946  | 2.82                       | (2.02)    |   | 1.71   | (1.86)    |   | 2.17                             | (2.29)    |
| Non-Mainstream Research | 690  | 2.85                       | (2.17)    |   | 1.78   | (1.89)    |   | 2.10                             | (2.18) *  |
| Mainstream Research     | 414  | 2.92                       | (1.88)    |   | 1.92   | (2.00)    |   | 2.49                             | (2.61)    |

\* Significant difference at  $p < .05$ .



**Table W5a. Academic Productivity, Tenure-Track 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                   | 1127 | 4.21   | (4.25)    | 4.03                            | (4.30)    | 0.18           | (0.47)    | 0.19         | (0.63)    | 1.00          | (1.49)    | 1.41                              | (4.34)    | 2.75            | (2.55)    |
| Women                   | 376  | 3.31   | (3.14) *  | 3.30                            | (3.33) *  | 0.16           | (0.40)    | 0.09         | (0.31) *  | 0.87          | (1.10) *  | 1.70                              | (5.12)    | 2.60            | (2.38)    |
| Men                     | 750  | 4.67   | (4.64)    | 4.40                            | (4.68)    | 0.19           | (0.51)    | 0.23         | (0.73)    | 1.07          | (1.65)    | 1.24                              | (3.81)    | 2.83            | (2.64)    |
| Faculty of Color        | 136  | 4.37   | (5.25)    | 3.91                            | (3.47)    | 0.22           | (0.54)    | 0.26         | (0.57)    | 1.14          | (1.48)    | 1.01                              | (1.72)    | 2.81            | (2.61)    |
| Majority Faculty        | 990  | 4.19   | (4.09)    | 4.04                            | (4.41)    | 0.17           | (0.46)    | 0.17         | (0.63)    | 0.98          | (1.49)    | 1.46                              | (4.58)    | 2.74            | (2.55)    |
| Not US Citizen          | 115  | 4.42   | (3.94)    | 4.45                            | (4.72)    | 0.12           | (0.36)    | 0.13         | (0.42)    | 0.94          | (1.52)    | 0.59                              | (1.34) *  | 2.87            | (2.65)    |
| US Citizen              | 1011 | 4.19   | (4.28)    | 3.98                            | (4.25)    | 0.18           | (0.48)    | 0.19         | (0.65)    | 1.01          | (1.48)    | 1.50                              | (4.55)    | 2.74            | (2.54)    |
| Biological Science      | 439  | 5.17   | (4.22) *  | 4.66                            | (5.02) *  | 0.10           | (0.42) *  | 0.16         | (0.74)    | 1.05          | (1.48)    | 1.26                              | (4.18)    | 3.35            | (2.74) *  |
| Physical Science        | 238  | 5.54   | (5.28) *  | 4.78                            | (4.47) *  | 0.12           | (0.44)    | 0.14         | (0.55)    | 0.58          | (1.24) *  | 0.53                              | (1.57) *  | 3.48            | (2.72) *  |
| Social Studies          | 292  | 3.22   | (3.03) *  | 3.32                            | (2.87) *  | 0.27           | (0.51) *  | 0.21         | (0.50)    | 1.35          | (1.70) *  | 0.73                              | (1.30) *  | 1.60            | (1.64) *  |
| Arts & Humanities       | 152  | 1.11   | (1.26) *  | 2.14                            | (2.19) *  | 0.30           | (0.55) *  | 0.30         | (0.59) *  | 0.92          | (1.24)    | 4.04                              | (8.01) *  | 1.79            | (1.81) *  |
| Science Department      | 658  | 5.34   | (4.67) *  | 4.72                            | (4.88) *  | 0.11           | (0.43) *  | 0.15         | (0.69)    | 0.89          | (1.43) *  | 1.00                              | (3.50) *  | 3.41            | (2.76) *  |
| Non-Science Department  | 463  | 2.56   | (2.73)    | 2.95                            | (2.72)    | 0.28           | (0.52)    | 0.23         | (0.53)    | 1.17          | (1.55)    | 1.93                              | (5.20)    | 1.73            | (1.71)    |
| Untenured               | 226  | 3.88   | (3.34)    | 4.15                            | (4.25)    | 0.11           | (0.36) *  | 0.06         | (0.24) *  | 0.63          | (0.99) *  | 1.40                              | (4.38)    | 3.48            | (2.93) *  |
| Tenured                 | 903  | 4.30   | (4.44)    | 4.00                            | (4.32)    | 0.19           | (0.50)    | 0.22         | (0.69)    | 1.10          | (1.57)    | 1.41                              | (4.34)    | 2.57            | (2.42)    |
| Multiple Appointments   | 194  | 4.69   | (4.46)    | 4.29                            | (4.08)    | 0.14           | (0.37)    | 0.20         | (0.50)    | 1.25          | (1.60) *  | 0.91                              | (1.47) *  | 2.70            | (2.34)    |
| Single Appointment      | 924  | 4.09   | (4.16)    | 3.92                            | (4.24)    | 0.19           | (0.50)    | 0.18         | (0.65)    | 0.96          | (1.46)    | 1.51                              | (4.71)    | 2.73            | (2.57)    |
| Non-Mainstream Research | 673  | 3.86   | (3.84) *  | 3.74                            | (4.16) *  | 0.14           | (0.38) *  | 0.16         | (0.45)    | 0.93          | (1.32)    | 1.41                              | (4.06)    | 2.69            | (2.40)    |
| Mainstream Research     | 409  | 4.86   | (4.78)    | 4.60                            | (4.39)    | 0.23           | (0.61)    | 0.21         | (0.58)    | 1.13          | (1.74)    | 1.49                              | (5.00)    | 2.96            | (2.83)    |

\* Significant difference at  $p < .05$ .

**Table W6a. Other Scholarly and Creative Works Submitted, Tenure-Track Faculty Only  
(Full Codebook)**

| <b>Miscellaneous</b>  |    | <b>Technical and Scientific Materials</b>                |    |
|---|----|--|----|
| Other Work  | N  | Other Work   | N  |
| Illegible   | 2  | Technical reports  | 3  |
| Not applicable to the question (e.g., + sign)               | 2  | Technical notes  | 1  |
|   |    | Technical manual   | 2  |
|   |    | Patents, patent applications                             | 10 |
|   |    | Instruments  | 1  |
|   |    | Briefs   | 1  |
|   |    | Reports (research, executive, program, other)            | 10 |
|   |    | Trade publications                                       | 2  |
|   |    | Fact sheets  | 1  |
|   |    | Medical guidelines                                       | 1  |
|   |    | Research and program proposals (non-grant)               | 2  |
|   |    | Designs  | 2  |
| <b>Creative and Artistic Works</b>                          |    | <b>Educational Materials and Publications</b>            |    |
| Other Work  | N  | Other Work   | N  |
| General creative, artistic works                            | 4  | Extension and outreach materials (general)               | 9  |
| Poetry/poems  | 4  | Short course materials                                   | 2  |
| Stories   | 2  | Lecture notes, course materials                          | 1  |
| Music, recitals, recordings, compositions                   | 14 | Training courses, manuals                                | 2  |
| Documentary/Film  | 4  | CME activities, curricula, materials                     | 2  |
| Dance performances, choreography                            | 2  | Workshops  | 4  |
| Performances (nonspecific)                                  | 5  | Web-based teaching materials (modules, tutorials, books) | 2  |
| Exhibits/exhibitions, exhibition texts                      | 13 | Curricula development                                    | 1  |
| Novels  | 2  | Papers, teaching outside of UW-Madison                   | 1  |
| Digital storytelling  | 1  |  |    |
| Theatrical productions                                      | 1  |  |    |
| Images, photography   | 1  |  |    |
| <b>Technology Products</b>                                  |    |  |    |
| Other Work  | N  |  |    |
| Computer and software packages/programs                     | 5  |  |    |
| Games   | 1  |  |    |
| Digital collections, archives                               | 1  |  |    |
| <b>Scholarly Publications, Presentations, Contributions</b> |    |  |    |
| Other Work  | N  |  |    |
| Law reviews, law publications                               | 5  |  |    |
| Reviews, review articles                                    | 12 |  |    |
| White papers  | 3  |  |    |
| Textbook publication (author or academic editor)            | 1  |  |    |
| Monograph   | 4  |  |    |
| Book reviews  | 8  |  |    |
| Invited publications  | 5  |  |    |
| Editor reviews and introductions, editor work               | 3  |  |    |
| Journals  | 3  |  |    |
| Abstracts   | 2  |  |    |
| Methods review  | 1  |  |    |
| <b>Policy Materials</b>                                     |    |  |    |
| Other Work  | N  |  |    |
| Policy briefs   | 2  |  |    |
| Task force reports  | 1  |  |    |
| Strategic plans   | 1  |  |    |
| Standards documents, guidelines                             | 3  |  |    |
| Decision support materials/tools                            | 1  |  |    |
| Foundation, organization reports                            | 1  |  |    |
| Testimony, court briefs, legal information                  | 2  |  |    |
| Advisory materials  | 2  |  |    |
| Public visualization code                                   | 1  |  |    |
| <b>Other Publications and Contributions</b>                 |    |  |    |
| Other Work  | N  |  |    |
| Online/web-based publications (e.g., websites, blogs)       | 10 |  |    |
| Opinion, editorial, commentary, perspective pieces          | 8  |  |    |
| Interviews  | 1  |  |    |
| Occasional writings   | 1  |  |    |
| General articles (nonspecific)                              | 4  |  |    |
| Newspaper, bulletin, newsletter items                       | 3  |  |    |
| Reference, encyclopedia works                               | 4  |  |    |
| Government reports, supplements, newsletters                | 2  |  |    |
| Magazines   | 1  |  |    |
| Private publications  | 1  |  |    |
| Mainstream publications                                     | 1  |  |    |

**Table W7a. Hours in a Typical Work Week, Tenure-Track Faculty Only**

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

|                         | N    | Mean  | Std. Dev. |   |
|-------------------------|------|-------|-----------|---|
| Total                   | 1122 | 57.32 | (10.63)   |   |
| Women                   | 377  | 56.08 | (11.06)   | * |
| Men                     | 744  | 57.93 | (10.36)   |   |
| Faculty of Color        | 132  | 58.48 | (11.83)   |   |
| Majority Faculty        | 989  | 57.15 | (10.46)   |   |
| Not US Citizen          | 111  | 58.06 | (9.67)    |   |
| US Citizen              | 1010 | 57.22 | (10.73)   |   |
| Biological Science      | 432  | 58.37 | (10.86)   | * |
| Physical Science        | 228  | 58.68 | (10.09)   | * |
| Social Studies          | 288  | 56.01 | (10.11)   | * |
| Arts & Humanities       | 164  | 54.91 | (11.17)   | * |
| Science Department      | 641  | 58.54 | (10.60)   | * |
| Non-Science Department  | 471  | 55.64 | (10.50)   |   |
| Untenured               | 221  | 59.12 | (11.30)   | * |
| Tenured                 | 901  | 56.87 | (10.42)   |   |
| Multiple Appointments   | 190  | 57.86 | (10.09)   |   |
| Single Appointment      | 919  | 57.19 | (10.77)   |   |
| Non-Mainstream Research | 673  | 57.02 | (10.78)   |   |
| Mainstream Research     | 403  | 57.98 | (10.43)   |   |

\* Significant difference at  $p < .05$ .

Table W8a. Academic Productivity, Tenure-Track 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                   | 1153 | 24.12%   | (15.99)   | 13.49%                | (9.83)    | 31.87%               | (18.95)   | 13.76%         | (15.63)   | 7.62%          | (6.69)    | 0.95%               | (2.71)    | 2.96%         | (10.69)   | 3.96%              | (10.28)   | 1.30%                         | (5.56)    |
| Women                   | 388  | 25.79%   | (16.21) * | 13.78%                | (9.12)    | 30.94%               | (19.17)   | 13.73%         | (16.95)   | 8.47%          | (7.92) *  | 0.51%               | (1.71) *  | 1.84%         | (7.69) *  | 3.70%              | (9.97)    | 1.26%                         | (6.04)    |
| Men                     | 764  | 23.28%   | (15.84)   | 13.35%                | (10.18)   | 32.31%               | (18.83)   | 13.77%         | (14.94)   | 7.19%          | (5.93)    | 1.18%               | (3.08)    | 3.53%         | (11.90)   | 4.07%              | (10.44)   | 1.33%                         | (5.30)    |
| Faculty of Color        | 141  | 25.88%   | (16.36)   | 12.99%                | (8.55)    | 32.04%               | (19.48)   | 12.45%         | (14.95)   | 7.59%          | (7.12)    | 0.81%               | (2.16)    | 3.79%         | (13.95)   | 2.76%              | (5.77) *  | 1.74%                         | (5.42)    |
| Majority Faculty        | 1011 | 23.88%   | (15.94)   | 13.57%                | (10.00)   | 31.82%               | (18.88)   | 13.94%         | (15.73)   | 7.63%          | (6.64)    | 0.98%               | (2.78)    | 2.84%         | (10.16)   | 4.11%              | (10.76)   | 1.24%                         | (5.58)    |
| Not US Citizen          | 116  | 25.26%   | (15.25)   | 16.25%                | (11.87) * | 35.45%               | (18.91) * | 10.88%         | (10.48) * | 7.44%          | (7.37)    | 0.59%               | (1.68) *  | 0.81%         | (4.47) *  | 1.75%              | (3.73) *  | 1.60%                         | (4.39)    |
| US Citizen              | 1036 | 24.00%   | (16.08)   | 13.19%                | (9.54)    | 31.45%               | (18.92)   | 14.08%         | (16.08)   | 7.64%          | (6.62)    | 1.00%               | (2.80)    | 3.20%         | (11.15)   | 4.19%              | (10.75)   | 1.27%                         | (5.67)    |
| Biological Science      | 436  | 15.94%   | (12.72) * | 12.58%                | (10.84) * | 37.15%               | (21.27) * | 13.72%         | (16.30)   | 6.45%          | (5.89) *  | 0.84%               | (2.14)    | 7.69%         | (16.28) * | 4.35%              | (11.41)   | 1.31%                         | (4.88)    |
| Physical Science        | 239  | 23.54%   | (11.80)   | 17.54%                | (10.68) * | 31.47%               | (16.79)   | 12.42%         | (13.65)   | 7.23%          | (5.48)    | 1.26%               | (2.73)    | 0.05%         | (0.65) *  | 4.37%              | (11.84)   | 2.15%                         | (9.20)    |
| Social Studies          | 296  | 27.78%   | (14.23) * | 12.09%                | (7.65) *  | 30.85%               | (16.47)   | 14.29%         | (15.77)   | 8.87%          | (7.68) *  | 1.12%               | (3.73)    | 0.12%         | (1.05) *  | 4.06%              | (9.63)    | 0.83%                         | (3.18) *  |
| Arts & Humanities       | 173  | 39.68%   | (17.87) * | 12.73%                | (7.69)    | 20.49%               | (13.83) * | 14.60%         | (16.35)   | 8.92%          | (7.60) *  | 0.54%               | (1.71) *  | 0.00%         | (0.00) *  | 2.21%              | (4.61) *  | 0.84%                         | (2.64)    |
| Science Department      | 658  | 18.46%   | (12.83) * | 14.40%                | (11.09) * | 35.10%               | (20.02) * | 13.33%         | (15.48)   | 6.63%          | (5.61) *  | 1.00%               | (2.39)    | 5.10%         | (13.74) * | 4.37%              | (11.61)   | 1.63%                         | (6.82) *  |
| Non-Science Department  | 486  | 31.93%   | (16.65)   | 12.30%                | (7.69)    | 27.35%               | (16.47)   | 14.28%         | (15.88)   | 8.95%          | (7.70)    | 0.89%               | (3.10)    | 0.09%         | (0.85)    | 3.40%              | (8.22)    | 0.83%                         | (2.97)    |
| Untenured               | 227  | 26.22%   | (17.79) * | 13.76%                | (10.01)   | 39.94%               | (18.19) * | 6.35%          | (7.05) *  | 4.87%          | (4.09) *  | 0.57%               | (1.87) *  | 2.03%         | (7.63)    | 5.26%              | (13.38)   | 1.03%                         | (3.80)    |
| Tenured                 | 926  | 23.61%   | (15.49)   | 13.42%                | (9.79)    | 29.89%               | (18.61)   | 15.58%         | (16.59)   | 8.29%          | (7.03)    | 1.05%               | (2.87)    | 3.18%         | (11.30)   | 3.62%              | (9.35)    | 1.37%                         | (5.91)    |
| Multiple Appointments   | 199  | 21.68%   | (14.21) * | 13.75%                | (9.73)    | 30.29%               | (19.07)   | 19.51%         | (19.78) * | 7.61%          | (6.66)    | 1.18%               | (2.52)    | 1.61%         | (8.46) *  | 3.34%              | (8.47)    | 1.08%                         | (5.86)    |
| Single Appointment      | 942  | 24.72%   | (16.35)   | 13.45%                | (9.88)    | 32.10%               | (18.96)   | 12.53%         | (14.37)   | 7.62%          | (6.69)    | 0.90%               | (2.75)    | 3.27%         | (11.14)   | 4.10%              | (10.68)   | 1.34%                         | (5.47)    |
| Non-Mainstream Research | 688  | 25.11%   | (16.06) * | 13.81%                | (10.11)   | 31.26%               | (18.49) * | 13.08%         | (14.64)   | 7.82%          | (6.94)    | 0.98%               | (2.99)    | 2.62%         | (9.95)    | 4.20%              | (10.88)   | 1.14%                         | (4.78)    |
| Mainstream Research     | 418  | 22.27%   | (15.21)   | 13.34%                | (9.41)    | 33.75%               | (19.23)   | 14.30%         | (16.36)   | 7.30%          | (6.17)    | 0.99%               | (2.33)    | 3.27%         | (11.13)   | 3.24%              | (8.00)    | 1.55%                         | (6.67)    |

\* Significant difference at  $p < .05$ .

**Table W9a. Other Work-Related Activities, Tenure-Track Faculty Only (Full Codebook)**

| <b>Service</b>  |    | <b>Campus Activities</b>   |   |
|---|----|--|---|
| Other Work  | N  | Other Work   | N |
| Professional service, service to the profession (general) | 9  | Departmental meetings  | 1 |
| Professional organization/society service                 | 5  | Departmental work (nonspecific, non-committee)                             | 2 |
| Standards development, accountability activities          | 2  | General meetings   | 2 |
| IRB service   | 1  | Workshops  | 1 |
| Government agency service (state or federal)              | 5  | Internal UW consulting   | 1 |
| Community service, outreach                               | 4  | Policy work  | 1 |
| National service  | 2  | Hosting guests, receptions   | 1 |
| Student organization supervision/service                  | 1  | Internal conference organizing   | 1 |
| International service                                     | 1  | Membership (nonspecific)   | 1 |
| Art community   | 1  | Turf work group functions  | 1 |
| <b>External Relationships</b>                             |    | <b>Research and Collaboration</b>  |   |
| Other Work  | N  | Other Work   | N |
| Company board membership                                  | 1  | Managing collaboration, cross-disciplinary research                        | 2 |
| External committees                                       | 1  | Community-based research   | 2 |
| External <i>unpaid</i> consulting                         | 4  | Producing specific products for others to use in their research            | 1 |
| External facility direction/supervision                   | 2  | Research activities  | 2 |
| External relations  | 1  |  |   |
| External development                                      | 1  | <b>Peer Relationships</b>  |   |
| General business  | 1  | Other Work   | N |
| External working groups                                   | 1  | Peer evaluation  | 1 |
| External policy   | 1  | Mentoring junior faculty/peers   | 2 |
| Media   | 1  | Recommendation letters   | 1 |
| Lectures  | 1  | Supervising residents  | 1 |
| Managing external activities                              | 1  | Ensemble   | 1 |
| External organizations (general)                          | 1  | Communicating with others outside of UW (faculty, graduate students, etc.) | 1 |
| <b>Grantsmanship</b>                                      |    | Tenure activities  | 2 |
| Other Work  | N  | Hiring activities  | 1 |
| Grant writing and application                             | 9  | <b>Internal and Lab Management</b>   |   |
| Grant reviewing   | 9  | Other Work   | N |
| Grant administration                                      | 2  | Substitute service lab management  | 1 |
| Fund raising  | 1  | Advising lab associates  | 1 |
| <b>Academic Product Preparation</b>                       |    | Setting up lab, ordering supplies  | 1 |
| Other Work  | N  | General lab work   | 1 |
| Manuscript (peer) review                                  | 21 | Animal care  | 1 |
| Editor/editorial board                                    | 9  | Studio management/maintenance  | 1 |
| Patent prosecution  | 1  | "Trash duties" (infection control, biomedical safety)                      | 1 |
| Proposal review (nonspecific)                             | 1  | Oversight  | 1 |
| <b>Academic Product Preparation</b>                       |    | <b>Miscellaneous</b>   |   |
| Other Work  | N  | Other Work   | N |
| Email   | 7  | General (nonspecific) miscellaneous  | 2 |
| Record-keeping  | 1  | Nonapplicable comment  | 2 |
| Software management (updates)                             | 1  | Library work   | 1 |
| Time reports, effort certification                        | 2  | Preparing educational tools/materials                                      | 1 |
| General   | 2  | Illegible  | 1 |
| clerical/secretarial/administrative                       | 2  |  |   |
| Paperwork   | 2  |  |   |
| Bureaucracy   | 1  |  |   |
| Web forms   | 1  |  |   |
| Administrative burden                                     | 1  |  |   |
| Staff and other training (e.g., human subjects)           | 1  |  |   |
| IRB compliance  | 1  |  |   |

**Table W10a. Reasonableness of Workload, Tenure-Track Faculty Only**

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

|                         | N    | Mean | Std. Dev. |   |
|-------------------------|------|------|-----------|---|
| Total                   | 1147 | 3.75 | (0.68)    |   |
| Women                   | 383  | 3.86 | (0.72)    | * |
| Men                     | 763  | 3.70 | (0.65)    |   |
| Faculty of Color        | 138  | 3.72 | (0.69)    |   |
| Majority Faculty        | 1008 | 3.76 | (0.68)    |   |
| Not US Citizen          | 113  | 3.73 | (0.72)    |   |
| US Citizen              | 1033 | 3.76 | (0.68)    |   |
| Biological Science      | 434  | 3.70 | (0.66)    | * |
| Physical Science        | 239  | 3.74 | (0.67)    |   |
| Social Studies          | 292  | 3.78 | (0.72)    |   |
| Arts & Humanities       | 172  | 3.84 | (0.67)    |   |
| Science Department      | 654  | 3.71 | (0.66)    | * |
| Non-Science Department  | 483  | 3.80 | (0.70)    |   |
| Untenured               | 229  | 3.68 | (0.64)    |   |
| Tenured                 | 918  | 3.77 | (0.69)    |   |
| Multiple Appointments   | 197  | 3.89 | (0.71)    | * |
| Single Appointment      | 937  | 3.72 | (0.67)    |   |
| Non-Mainstream Research | 685  | 3.75 | (0.68)    |   |
| Mainstream Research     | 415  | 3.76 | (0.67)    |   |

\* Significant difference at  $p < .05$ .

## **Section 4: Detailed Results by Topic**

### **F. Climate**

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

# Climate Summary

## Climate Summary

This section was designed to explore faculty members' experiences in their departments in terms of climate, which is defined by the Campus Climate Network Group (2002) as "*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.*" While the faculty as a whole reports a fairly positive climate overall, the experiences of a few groups stand out as substantially more negative than others. The climate scores for Women, Faculty of Color, Arts & Humanities, Untenured, Non Chair, and Non-Mainstream faculty were consistently more negative than that of the comparison groups.

## Climate Specifics

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

Results for faculty members' perception of the respectfulness of their interactions with colleagues, students, staff, and chairs in their departments are shown in Tables DC1a and DC2a. Overall, the faculty reports that they are often or very often treated respectfully within their department by these different groups. Some faculty, however, have markedly different interpretations of their departmental climate. Women faculty's scores were significantly more negative than those of Men faculty on all but one measure for these questions. Similarly, faculty members in the Non-Mainstream group report significantly more negative climate experiences for every measure in this question group when compared to Mainstream faculty. Faculty of Color also report being treated with less respect by their students (mean score of 4.44 versus 4.61), more excluded from informal networks in their department (mean score of 2.66 versus 2.44), more isolated in their department (mean score of 2.64 versus 2.42), and more isolated on the UW-Madison campus overall (mean score of 2.56 versus 2.25) than Majority Faculty. In the divisions, Arts & Humanities faculty feel that they are treated with less respect by both their colleagues (mean score of 4.31) and their department chairs (mean score of 4.28) than faculty in the other three groups. They also feel excluded from an informal network in their department (mean score of 2.67), more isolated in their department (mean score of 2.70), and more isolated on the UW-Madison campus overall (mean score of 2.56). Finally, Untenured faculty feel they are treated with less respect by both students (mean score of 4.45 versus 4.62) and staff (mean score of 4.43 versus 4.61) when compared to Tenured faculty. Untenured faculty members feel their department colleagues solicited their opinion about work-related matters less often (mean score of 3.24 versus 3.66), but that their work is formally recognized by their department more often (mean score of 3.05 versus 3.43) than Tenured faculty members. Finally, Department Chairs experience an overall more positive climate than faculty who are Not Chairs, though only two of the differences were significant for these question groups. Department Chairs feel they are solicited for their opinions by colleagues more often (mean score of 4.21 versus 3.53) and feel less isolated in their departments (mean score of 2.06 versus 2.47) when compared to faculty members who are Not Chairs.



Results for faculty members' satisfaction with their interactions with colleagues and others in their departments are shown in Tables DC3a and DC4a. Faculty members overall are somewhat to very satisfied with their experiences in their department that contribute to climate. As with the previous group of questions, however, some groups have had much more negative experiences than others. Women faculty reported significantly lower scores than Men faculty for every measure in this question group, as did Non-Mainstream faculty when compared to Mainstream faculty. Faculty of Color are more reluctant to voice their concerns (mean score of 2.45 versus 2.22) and feel that they have to work harder to be perceived as a legitimate scholar (mean score of 2.84 versus 2.41) compared to Majority Faculty. Faculty in the Arts & Humanities are less satisfied with their department chair's effort to create a collegial environment (mean score of 3.25) and with their chair's effort to obtain resources for them (mean score of 2.84), feel that their research is less valued (mean score of 3.22), feel that they have to work harder to be perceived as a legitimate scholar (mean score of 2.77), and are less comfortable in raising personal responsibilities when scheduling (mean score of 2.93) than faculty in the other divisions. When compared to Tenured faculty members, Untenured faculty members are less able to navigate within unwritten departmental rules (mean score of 3.42 versus 3.79), more reluctant to voice their concerns (mean score of 2.94 versus 2.08), work harder to be perceived as a legitimate scholar (mean score of 2.65 versus 2.42), and not comfortable in raising personal responsibilities when scheduling (mean score of 2.96 versus 3.36). However, Untenured faculty are more satisfied with their chair's effort to obtain resources for them (mean score of 3.36 versus 3.08). Faculty members with Multiple Appointments have more positive scores in a few distinct areas when compared to faculty members with a Single Appointment, including being more able to navigate unwritten rules (mean score of 3.92 versus 3.68), less reluctant to voice their concerns (mean score of 2.04 versus 2.28), and feeling that their research and scholarship are more valued (mean score of 3.54). Department Chairs report a more positive climate experience than faculty who are Not Chairs, this time with significantly higher ratings for four of the six questions presented in Table DC4a.

Results for faculty members' perceptions of the decision-making process in their departments are shown in Table DC5a. In general, the faculty feel that they often have a voice in decisions that affect departmental directions (mean score of 3.66), that all participants are able to share their views (mean score of 4.11), and that committee assignments rotate fairly (mean score of 3.67). Several of the same groups as above reported significantly and uniformly lower scores than others in this area of climate, with a few notable differences. Women faculty members feel they have less departmental voice than Men faculty, Non-Mainstream faculty have less voice than Mainstream faculty, and faculty members who are Not Chairs feel they have less voice than Department Chairs. Notably, the only area in which Arts & Humanities faculty members reported a significantly lower score for this question group was in the area of having a voice in resource allocation (mean score of 2.83). Untenured faculty had significantly lower scores on all but one measure in this question group compared to Tenured faculty. Finally, faculty members with Multiple Appointments report having more of a departmental voice on each measure when compared to faculty members with a Single Appointment, significantly so for three of the items.

Results showing the faculty's perception of climate overall, for Women faculty, and for Faculty of Color are shown in Tables DC6a and DC7a. At the department (mean score of 3.91) and school or college (mean score of 3.74) levels, faculty feel that the overall climate was positive. As in all other question groups in this section, Women faculty report a significantly more negative climate than Men faculty and Non-Mainstream faculty reported a significantly more negative climate than Mainstream faculty. Faculty members of Color feel that the climate for their own group is more negative at the departmental (mean score of 3.66 versus 3.92) and school or college (mean score of 3.50 versus 3.85) levels than the climates described by Majority Faculty. Faculty in the Arts & Humanities reported significantly more negative scores on all measures but one in this group, when compared to the other divisions, while faculty in the Biological Sciences felt the most positive about climate at both levels. Faculty members in Science Departments reported a more positive climate for all measures but one in this question group when compared to faculty members from a Non-Science Department. Finally, though many of the differences were not significant for these question groupings, Department Chairs report a more

positive climate on all measures but one for these questions when compared to faculty members who are Not Chairs.

**Table DC1a. Treated With Respect, Tenure-Track Faculty Only**

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

|                         | N    | ...are you treated<br>with respect by<br>colleagues? |           |   | ...are you treated<br>with respect by<br>students? |           |   | ...are you treated<br>with respect by staff? |           |   | ...are you treated<br>with respect by your<br>department chair? |           |   |
|-------------------------|------|--|-----------|---|--|-----------|---|--|-----------|---|---|-----------|---|
|                         |      | Mean   | Std. Dev. |   | Mean   | Std. Dev. |   | Mean   | Std. Dev. |   | Mean  | Std. Dev. |   |
| Total                   | 1173 | 4.43   | (0.75)    |   | 4.59   | (0.59)    |   | 4.58   | (0.65)    |   | 4.42  | (0.90)    |   |
| Women                   | 397  | 4.25   | (0.86)    | * | 4.53   | (0.61)    | * | 4.51   | (0.71)    | * | 4.33  | (1.00)    | * |
| Men                     | 774  | 4.52   | (0.67)    |   | 4.62   | (0.57)    |   | 4.62   | (0.60)    |   | 4.48  | (0.84)    |   |
| Faculty of Color        | 145  | 4.35   | (0.76)    |   | 4.44   | (0.72)    | * | 4.51   | (0.65)    |   | 4.36  | (0.89)    |   |
| Majority Faculty        | 1027 | 4.44   | (0.75)    |   | 4.61   | (0.56)    |   | 4.59   | (0.64)    |   | 4.44  | (0.90)    |   |
| Not US Citizen          | 118  | 4.44   | (0.71)    |   | 4.61   | (0.56)    |   | 4.53   | (0.66)    |   | 4.50  | (0.76)    |   |
| US Citizen              | 1054 | 4.43   | (0.76)    |   | 4.59   | (0.59)    |   | 4.58   | (0.64)    |   | 4.42  | (0.92)    |   |
| Biological Science      | 442  | 4.45   | (0.75)    |   | 4.61   | (0.56)    |   | 4.60   | (0.61)    |   | 4.39  | (0.94)    |   |
| Physical Science        | 243  | 4.46   | (0.66)    |   | 4.57   | (0.57)    |   | 4.54   | (0.66)    |   | 4.52  | (0.78)    |   |
| Social Studies          | 300  | 4.44   | (0.78)    |   | 4.55   | (0.64)    |   | 4.62   | (0.64)    |   | 4.51  | (0.83)    |   |
| Arts & Humanities       | 180  | 4.31   | (0.83)    | * | 4.64   | (0.57)    |   | 4.52   | (0.69)    |   | 4.28  | (1.01)    | * |
| Science Department      | 665  | 4.46   | (0.71)    |   | 4.59   | (0.57)    |   | 4.58   | (0.63)    |   | 4.44  | (0.89)    |   |
| Non-Science Department  | 499  | 4.39   | (0.80)    |   | 4.59   | (0.61)    |   | 4.58   | (0.66)    |   | 4.42  | (0.90)    |   |
| Untenured               | 231  | 4.43   | (0.77)    |   | 4.45   | (0.63)    | * | 4.43   | (0.76)    | * | 4.51  | (0.80)    |   |
| Tenured                 | 943  | 4.42   | (0.75)    |   | 4.62   | (0.57)    |   | 4.61   | (0.61)    |   | 4.40  | (0.93)    |   |
| Multiple Appointments   | 199  | 4.49   | (0.72)    |   | 4.66   | (0.55)    |   | 4.69   | (0.55)    | * | 4.52  | (0.85)    |   |
| Single Appointment      | 961  | 4.42   | (0.76)    |   | 4.58   | (0.59)    |   | 4.56   | (0.66)    |   | 4.41  | (0.91)    |   |
| Non-Mainstream Research | 700  | 4.34   | (0.79)    | * | 4.55   | (0.61)    | * | 4.53   | (0.67)    | * | 4.35  | (0.92)    | * |
| Mainstream Research     | 424  | 4.57   | (0.67)    |   | 4.65   | (0.55)    |   | 4.64   | (0.61)    |   | 4.53  | (0.87)    |   |
| Department Chair        | 85   | 4.53   | (0.70)    |   | 4.71   | (0.53)    |   | 4.66   | (0.61)    |   | N/A   | N/A       |   |
| Not Chair               | 1088 | 4.42   | (0.76)    |   | 4.58   | (0.59)    |   | 4.57   | (0.65)    |   | 4.42  | (0.90)    |   |

\* Significant difference at  $p < .05$ .

**Table DC2a. Feelings of Exclusion, Tenure-Track Faculty Only**

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

|                         | N    | ...do you feel excluded from an informal network in your department? |           | ...do your department colleagues solicit your opinions about work-related matters? |           | ...do you do work that is not formally recognized by your department? |           | ...do you feel isolated in your department? |           | ...do you feel isolated on the UW campus overall? |           |
|-------------------------|------|--|-----------|--|-----------|---|-----------|---|-----------|---|-----------|
|                         |      | Mean   | Std. Dev. | Mean   | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. | Mean  | Std. Dev. |
| Total                   | 1174 | 2.46   | (1.14)    | 3.58   | (0.97)    | 3.35  | (1.06)    | 2.44  | (1.16)    | 2.30  | (1.07)    |
| Women                   | 398  | 2.75   | (1.19) *  | 3.42   | (1.00) *  | 3.43  | (1.07)    | 2.69  | (1.19) *  | 2.51  | (1.12) *  |
| Men                     | 775  | 2.32   | (1.08)    | 3.66   | (0.93)    | 3.31  | (1.05)    | 2.32  | (1.13)    | 2.20  | (1.02)    |
| Faculty of Color        | 144  | 2.66   | (1.15) *  | 3.52   | (0.98)    | 3.29  | (0.98)    | 2.64  | (1.20) *  | 2.64  | (1.09) *  |
| Majority Faculty        | 1028 | 2.44   | (1.13)    | 3.59   | (0.96)    | 3.36  | (1.07)    | 2.42  | (1.15)    | 2.26  | (1.05)    |
| Not US Citizen          | 118  | 2.50   | (1.05)    | 3.57   | (0.84)    | 2.95  | (1.10) *  | 2.34  | (1.06)    | 2.23  | (0.97)    |
| US Citizen              | 1055 | 2.46   | (1.15)    | 3.58   | (0.98)    | 3.40  | (1.04)    | 2.46  | (1.17)    | 2.31  | (1.08)    |
| Biological Science      | 443  | 2.45   | (1.20)    | 3.56   | (0.96)    | 3.34  | (1.07)    | 2.38  | (1.16)    | 2.22  | (1.04) *  |
| Physical Science        | 243  | 2.36   | (1.05)    | 3.58   | (0.92)    | 3.25  | (1.01)    | 2.35  | (1.10)    | 2.22  | (1.03)    |
| Social Studies          | 301  | 2.41   | (1.09)    | 3.74   | (0.95) *  | 3.37  | (1.04)    | 2.42  | (1.17)    | 2.33  | (1.13)    |
| Arts & Humanities       | 180  | 2.67   | (1.12) *  | 3.38   | (1.01) *  | 3.45  | (1.10)    | 2.70  | (1.18) *  | 2.56  | (0.99) *  |
| Science Department      | 664  | 2.42   | (1.16)    | 3.57   | (0.95)    | 3.31  | (1.05)    | 2.36  | (1.14) *  | 2.22  | (1.04) *  |
| Non-Science Department  | 499  | 2.51   | (1.10)    | 3.60   | (0.99)    | 3.40  | (1.06)    | 2.53  | (1.17)    | 2.41  | (1.08)    |
| Untenured               | 231  | 2.46   | (1.16)    | 3.24   | (0.93) *  | 3.05  | (1.04) *  | 2.52  | (1.18)    | 2.39  | (1.10)    |
| Tenured                 | 944  | 2.46   | (1.13)    | 3.66   | (0.96)    | 3.43  | (1.05)    | 2.43  | (1.16)    | 2.28  | (1.06)    |
| Multiple Appointments   | 199  | 2.41   | (1.15)    | 3.79   | (0.94) *  | 3.54  | (1.10) *  | 2.40  | (1.10)    | 2.15  | (0.99) *  |
| Single Appointment      | 960  | 2.47   | (1.13)    | 3.54   | (0.96)    | 3.31  | (1.04)    | 2.45  | (1.17)    | 2.33  | (1.08)    |
| Non-Mainstream Research | 702  | 2.63   | (1.15) *  | 3.41   | (0.95) *  | 3.47  | (1.07) *  | 2.68  | (1.17) *  | 2.46  | (1.07) *  |
| Mainstream Research     | 423  | 2.21   | (1.07)    | 3.87   | (0.94)    | 3.21  | (1.02)    | 2.08  | (1.05)    | 2.06  | (0.99)    |
| Department Chair        | 85   | 2.23   | (1.07)    | 4.21   | (0.89) *  | 3.51  | (1.22)    | 2.06  | (1.06) *  | 2.18  | (1.05)    |
| Not Chair               | 1090 | 2.48   | (1.14)    | 3.53   | (0.95)    | 3.34  | (1.04)    | 2.47  | (1.17)    | 2.31  | (1.07)    |

\* Significant difference at  $p < .05$ .

**Table DC3a. Interactions with Department Chair, Tenure-Track Faculty Only**

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

|                         | N    | How satisfied are you<br>with your chair's effort<br>to create a collegial<br>environment? |           |   | How satisfied are you<br>with your chair's effort<br>to obtain resources for<br>you? |           |   |
|-------------------------|------|--|-----------|---|--|-----------|---|
|                         |      | Mean   | Std. Dev. |   | Mean   | Std. Dev. |   |
| Total                   | 1110 | 3.58   | (1.14)    |   | 3.14   | (1.17)    |   |
| Women                   | 378  | 3.45   | (1.21)    | * | 3.02   | (1.19)    | * |
| Men                     | 730  | 3.65   | (1.09)    |   | 3.20   | (1.16)    |   |
| Faculty of Color        | 137  | 3.55   | (1.14)    |   | 3.23   | (1.15)    |   |
| Majority Faculty        | 973  | 3.59   | (1.14)    |   | 3.13   | (1.17)    |   |
| Not US Citizen          | 113  | 3.64   | (1.09)    |   | 3.31   | (1.04)    |   |
| US Citizen              | 996  | 3.57   | (1.14)    |   | 3.12   | (1.18)    |   |
| Biological Science      | 421  | 3.58   | (1.13)    |   | 3.15   | (1.18)    |   |
| Physical Science        | 226  | 3.69   | (1.06)    |   | 3.14   | (1.15)    |   |
| Social Studies          | 285  | 3.73   | (1.16)    | * | 3.33   | (1.18)    | * |
| Arts & Humanities       | 171  | 3.25   | (1.11)    | * | 2.84   | (1.13)    | * |
| Science Department      | 625  | 3.63   | (1.11)    |   | 3.16   | (1.17)    |   |
| Non-Science Department  | 474  | 3.54   | (1.17)    |   | 3.13   | (1.18)    |   |
| Untenured               | 229  | 3.69   | (1.13)    |   | 3.36   | (1.12)    | * |
| Tenured                 | 882  | 3.55   | (1.14)    |   | 3.08   | (1.18)    |   |
| Multiple Appointments   | 185  | 3.72   | (1.17)    |   | 3.30   | (1.18)    |   |
| Single Appointment      | 913  | 3.56   | (1.12)    |   | 3.11   | (1.17)    |   |
| Non-Mainstream Research | 658  | 3.44   | (1.15)    | * | 2.93   | (1.16)    | * |
| Mainstream Research     | 410  | 3.80   | (1.09)    |   | 3.43   | (1.13)    |   |

\* Significant difference at  $p < .05$ .

**Table DC4a. Interactions with Colleagues, Tenure-Track Faculty Only**

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

|                         | N    | How well are you able to navigate unwritten rules? |           | How reluctant are you to voice concerns? |           | How valued is your research and scholarship? |           | 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? |           |
|-------------------------|------|--|-----------|--|-----------|--|-----------|--|-----------|--|-----------|---|-----------|
|                         |      | Mean   | Std. Dev. | Mean                                     | Std. Dev. | Mean   | Std. Dev. | Mean   | Std. Dev. | Mean   | Std. Dev. | Mean                                      | Std. Dev. |
| Total                   | 1162 | 3.72   | (0.85)    | 2.25                                     | (1.18)    | 3.41   | (0.91)    | 2.47   | (1.28)    | 3.28   | (1.14)    | 3.62                                      | (0.92)    |
| Women                   | 392  | 3.58   | (0.87) *  | 2.54                                     | (1.27) *  | 3.25   | (0.95) *  | 2.75   | (1.32) *  | 3.05   | (1.20) *  | 3.40                                      | (0.99) *  |
| Men                     | 769  | 3.79   | (0.84)    | 2.10                                     | (1.11)    | 3.49   | (0.88)    | 2.32   | (1.23)    | 3.39   | (1.08)    | 3.74                                      | (0.87)    |
| Faculty of Color        | 142  | 3.64   | (0.89)    | 2.45                                     | (1.25) *  | 3.46   | (0.86)    | 2.84   | (1.31) *  | 3.35   | (1.16)    | 3.66                                      | (0.91)    |
| Majority Faculty        | 1019 | 3.73   | (0.85)    | 2.22                                     | (1.17)    | 3.40   | (0.92)    | 2.41   | (1.26)    | 3.27   | (1.13)    | 3.62                                      | (0.93)    |
| Not US Citizen          | 112  | 3.43   | (0.76) *  | 2.56                                     | (1.14) *  | 3.51   | (0.70)    | 2.40   | (1.26)    | 2.99   | (1.12) *  | 3.60                                      | (0.80)    |
| US Citizen              | 1044 | 3.75   | (0.86)    | 2.21                                     | (1.18)    | 3.39   | (0.93)    | 2.48   | (1.28)    | 3.31   | (1.13)    | 3.63                                      | (0.94)    |
| Biological Science      | 438  | 3.66   | (0.86)    | 2.24                                     | (1.21)    | 3.44   | (0.94)    | 2.48   | (1.27)    | 3.39   | (1.16) *  | 3.63                                      | (0.96)    |
| Physical Science        | 239  | 3.71   | (0.76)    | 2.21                                     | (1.13)    | 3.41   | (0.81)    | 2.36   | (1.20)    | 3.41   | (1.01) *  | 3.67                                      | (0.84)    |
| Social Studies          | 298  | 3.84   | (0.83) *  | 2.19                                     | (1.15)    | 3.47   | (0.92)    | 2.36   | (1.28)    | 3.22   | (1.14)    | 3.67                                      | (0.92)    |
| Arts & Humanities       | 177  | 3.66   | (0.95)    | 2.39                                     | (1.20)    | 3.22   | (0.95) *  | 2.77   | (1.33) *  | 2.93   | (1.15) *  | 3.51                                      | (0.92)    |
| Science Department      | 658  | 3.69   | (0.82)    | 2.22                                     | (1.19)    | 3.43   | (0.90)    | 2.43   | (1.24)    | 3.40   | (1.10) *  | 3.65                                      | (0.92)    |
| Non-Science Department  | 494  | 3.77   | (0.88)    | 2.27                                     | (1.17)    | 3.37   | (0.93)    | 2.52   | (1.31)    | 3.12   | (1.15)    | 3.60                                      | (0.92)    |
| Untenured               | 229  | 3.42   | (0.77) *  | 2.94                                     | (1.20) *  | 3.36   | (0.89)    | 2.65   | (1.27) *  | 2.96   | (1.07) *  | 3.54                                      | (0.83)    |
| Tenured                 | 933  | 3.79   | (0.85)    | 2.08                                     | (1.12)    | 3.42   | (0.92)    | 2.42   | (1.27)    | 3.36   | (1.14)    | 3.65                                      | (0.94)    |
| Multiple Appointments   | 194  | 3.92   | (0.85) *  | 2.04                                     | (1.16) *  | 3.54   | (0.89) *  | 2.45   | (1.35)    | 3.35   | (1.12)    | 3.72                                      | (0.96)    |
| Single Appointment      | 955  | 3.68   | (0.85)    | 2.28                                     | (1.18)    | 3.38   | (0.91)    | 2.47   | (1.26)    | 3.27   | (1.14)    | 3.61                                      | (0.91)    |
| Non-Mainstream Research | 696  | 3.63   | (0.86) *  | 2.39                                     | (1.23) *  | 3.18   | (0.90) *  | 2.58   | (1.28) *  | 3.16   | (1.13) *  | 3.35                                      | (0.91) *  |
| Mainstream Research     | 418  | 3.87   | (0.80)    | 2.04                                     | (1.08)    | 3.77   | (0.79)    | 2.30   | (1.23)    | 3.46   | (1.12)    | 4.06                                      | (0.77)    |
| Department Chair        | 83   | 4.00   | (0.90) *  | 1.69                                     | (1.01) *  | 3.63   | (0.89) *  | 2.28   | (1.26)    | 3.50   | (1.17)    | 4.13                                      | (0.95) *  |
| Not Chair               | 1079 | 3.70   | (0.84)    | 2.29                                     | (1.18)    | 3.39   | (0.91)    | 2.48   | (1.28)    | 3.26   | (1.13)    | 3.58                                      | (0.91)    |

\* Significant difference at  $p < .05$ .

**Table DC5a. Departmental Decision-Making, Tenure-Track Faculty Only**

*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? |           |
|-------------------------|------|---|-----------|---|---|-----------|--|-----------|---|-----------|--|-----------|
|                         | N    | Mean  | Std. Dev. |   | Mean  | Std. Dev. | Mean   | Std. Dev. | Mean                                    | Std. Dev. | Mean   | Std. Dev. |
| Total                   | 1164 | 3.66  | (1.06)    |   | 3.05  | (1.16)    | 4.11   | (0.90)    | 3.67                                    | (1.02)    | 3.43   | (1.14)    |
| Women                   | 390  | 3.47  | (1.09)    | * | 2.81  | (1.16)    | 3.96   | (1.01)    | 3.52                                    | (1.14)    | 3.30   | (1.20)    |
| Men                     | 773  | 3.76  | (1.02)    |   | 3.17  | (1.14)    | 4.19   | (0.83)    | 3.75                                    | (0.95)    | 3.51   | (1.09)    |
| Faculty of Color        | 143  | 3.45  | (1.01)    | * | 2.91  | (1.09)    | 3.97   | (0.96)    | 3.63                                    | (1.02)    | 3.39   | (1.16)    |
| Majority Faculty        | 1019 | 3.69  | (1.06)    |   | 3.07  | (1.17)    | 4.13   | (0.89)    | 3.67                                    | (1.02)    | 3.44   | (1.13)    |
| Not US Citizen          | 118  | 3.26  | (1.00)    | * | 2.83  | (1.04)    | 4.07   | (0.90)    | 3.56                                    | (1.00)    | 3.25   | (1.04)    |
| US Citizen              | 1044 | 3.71  | (1.05)    |   | 3.08  | (1.17)    | 4.12   | (0.90)    | 3.68                                    | (1.03)    | 3.46   | (1.14)    |
| Biological Science      | 439  | 3.52  | (1.12)    | * | 3.04  | (1.17)    | 4.06   | (0.97)    | 3.58                                    | (1.10)    | 3.32   | (1.19)    |
| Physical Science        | 240  | 3.71  | (0.93)    |   | 3.08  | (1.08)    | 4.18   | (0.78)    | 3.71                                    | (0.96)    | 3.50   | (1.03)    |
| Social Studies          | 298  | 3.87  | (1.03)    | * | 3.20  | (1.20)    | 4.20   | (0.90)    | 3.81                                    | (0.98)    | 3.63   | (1.10)    |
| Arts & Humanities       | 179  | 3.61  | (1.03)    |   | 2.83  | (1.13)    | 4.00   | (0.86)    | 3.60                                    | (0.97)    | 3.36   | (1.10)    |
| Science Department      | 660  | 3.59  | (1.06)    | * | 3.06  | (1.14)    | 4.11   | (0.91)    | 3.64                                    | (1.05)    | 3.39   | (1.14)    |
| Non-Science Department  | 495  | 3.77  | (1.04)    |   | 3.06  | (1.18)    | 4.12   | (0.89)    | 3.72                                    | (0.98)    | 3.52   | (1.11)    |
| Untenured               | 230  | 3.04  | (1.01)    | * | 2.44  | (1.02)    | 3.99   | (1.00)    | 3.74                                    | (0.93)    | 3.14   | (1.10)    |
| Tenured                 | 936  | 3.81  | (1.01)    |   | 3.20  | (1.14)    | 4.14   | (0.87)    | 3.66                                    | (1.04)    | 3.51   | (1.13)    |
| Multiple Appointments   | 197  | 3.83  | (1.06)    | * | 3.32  | (1.19)    | 4.15   | (0.90)    | 3.78                                    | (0.99)    | 3.70   | (1.08)    |
| Single Appointment      | 953  | 3.64  | (1.05)    |   | 3.01  | (1.14)    | 4.11   | (0.90)    | 3.65                                    | (1.03)    | 3.39   | (1.13)    |
| Non-Mainstream Research | 694  | 3.47  | (1.05)    | * | 2.86  | (1.11)    | 4.01   | (0.92)    | 3.56                                    | (1.02)    | 3.22   | (1.11)    |
| Mainstream Research     | 423  | 3.96  | (1.00)    |   | 3.37  | (1.17)    | 4.26   | (0.85)    | 3.84                                    | (1.01)    | 3.78   | (1.09)    |
| Department Chair        | 82   | 4.63  | (0.71)    | * | 4.57  | (0.77)    | 4.55   | (0.69)    | 4.06                                    | (0.91)    | N/A  | N/A       |
| Not Chair               | 1082 | 3.59  | (1.04)    |   | 2.94  | (1.10)    | 4.08   | (0.90)    | 3.64                                    | (1.03)    | 3.41   | (1.13)    |

\* Significant difference at  $p < .05$ .

**Table DC6a. Climate in Department, Tenure-Track 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                   | 1160 | 3.91                      | (0.90)    |   | 3.98                        | (0.85)    |   | 3.88                                    | (0.87)    |   |
| Women                   | 391  | 3.76                      | (0.99)    | * | 3.79                        | (1.00)    | * | 3.62                                    | (1.00)    | * |
| Men                     | 768  | 3.99                      | (0.85)    |   | 4.09                        | (0.74)    |   | 3.99                                    | (0.78)    |   |
| Faculty of Color        | 144  | 3.76                      | (0.98)    | * | 3.97                        | (0.82)    |   | 3.66                                    | (1.05)    | * |
| Majority Faculty        | 1015 | 3.93                      | (0.89)    |   | 3.98                        | (0.86)    |   | 3.92                                    | (0.82)    |   |
| Not US Citizen          | 114  | 3.99                      | (0.81)    |   | 4.04                        | (0.76)    |   | 4.00                                    | (0.82)    |   |
| US Citizen              | 1045 | 3.90                      | (0.91)    |   | 3.97                        | (0.86)    |   | 3.86                                    | (0.88)    |   |
| Biological Science      | 439  | 3.93                      | (0.95)    |   | 4.02                        | (0.89)    |   | 4.01                                    | (0.82)    | * |
| Physical Science        | 236  | 3.99                      | (0.79)    |   | 3.91                        | (0.75)    |   | 3.94                                    | (0.77)    |   |
| Social Studies          | 296  | 4.01                      | (0.88)    | * | 4.05                        | (0.89)    |   | 3.77                                    | (0.96)    |   |
| Arts & Humanities       | 180  | 3.61                      | (0.87)    | * | 3.84                        | (0.82)    | * | 3.73                                    | (0.88)    | * |
| Science Department      | 656  | 3.97                      | (0.90)    | * | 3.99                        | (0.84)    |   | 3.99                                    | (0.79)    | * |
| Non-Science Department  | 495  | 3.84                      | (0.90)    |   | 3.97                        | (0.87)    |   | 3.75                                    | (0.94)    |   |
| Untenured               | 229  | 3.97                      | (0.88)    |   | 3.91                        | (0.92)    |   | 3.81                                    | (0.92)    |   |
| Tenured                 | 931  | 3.90                      | (0.91)    |   | 4.00                        | (0.84)    |   | 3.89                                    | (0.86)    |   |
| Multiple Appointments   | 192  | 4.02                      | (0.91)    |   | 4.10                        | (0.79)    | * | 3.86                                    | (0.90)    |   |
| Single Appointment      | 956  | 3.89                      | (0.90)    |   | 3.96                        | (0.87)    |   | 3.88                                    | (0.87)    |   |
| Non-Mainstream Research | 692  | 3.79                      | (0.92)    | * | 3.85                        | (0.90)    | * | 3.74                                    | (0.89)    | * |
| Mainstream Research     | 421  | 4.10                      | (0.84)    |   | 4.18                        | (0.74)    |   | 4.04                                    | (0.82)    |   |
| Department Chair        | 84   | 4.13                      | (0.80)    | * | 4.13                        | (0.74)    |   | 4.02                                    | (0.76)    |   |
| Not Chair               | 1076 | 3.89                      | (0.91)    |   | 3.97                        | (0.86)    |   | 3.86                                    | (0.88)    |   |

\* Significant difference at  $p < .05$ .



**Table DC7a. Climate in School/College, Tenure-Track 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                   | 1067 | 3.74                      | (0.79)    |   | 3.92                        | (0.76)    |   | 3.79                                    | (0.83)    |   |
| Women                   | 364  | 3.63                      | (0.81)    | * | 3.66                        | (0.85)    | * | 3.44                                    | (0.93)    | * |
| Men                     | 702  | 3.80                      | (0.77)    |   | 4.07                        | (0.65)    |   | 3.95                                    | (0.73)    |   |
| Faculty of Color        | 129  | 3.62                      | (0.84)    |   | 3.91                        | (0.79)    |   | 3.50                                    | (0.97)    | * |
| Majority Faculty        | 937  | 3.76                      | (0.78)    |   | 3.92                        | (0.75)    |   | 3.85                                    | (0.79)    |   |
| Not US Citizen          | 101  | 3.91                      | (0.63)    | * | 4.01                        | (0.60)    |   | 3.93                                    | (0.70)    |   |
| US Citizen              | 965  | 3.73                      | (0.80)    |   | 3.91                        | (0.77)    |   | 3.78                                    | (0.84)    |   |
| Biological Science      | 420  | 3.85                      | (0.77)    | * | 3.93                        | (0.81)    |   | 3.99                                    | (0.75)    | * |
| Physical Science        | 210  | 3.70                      | (0.82)    |   | 3.87                        | (0.64)    |   | 3.81                                    | (0.68)    |   |
| Social Studies          | 267  | 3.72                      | (0.76)    |   | 3.94                        | (0.78)    |   | 3.64                                    | (0.90)    | * |
| Arts & Humanities       | 161  | 3.60                      | (0.78)    | * | 3.88                        | (0.73)    |   | 3.59                                    | (0.91)    | * |
| Science Department      | 612  | 3.80                      | (0.80)    | * | 3.91                        | (0.77)    |   | 3.94                                    | (0.74)    | * |
| Non-Science Department  | 446  | 3.67                      | (0.76)    |   | 3.92                        | (0.75)    |   | 3.63                                    | (0.90)    |   |
| Untenured               | 207  | 3.84                      | (0.68)    | * | 3.87                        | (0.81)    |   | 3.72                                    | (0.88)    |   |
| Tenured                 | 860  | 3.72                      | (0.81)    |   | 3.93                        | (0.75)    |   | 3.81                                    | (0.82)    |   |
| Multiple Appointments   | 182  | 3.85                      | (0.80)    | * | 3.98                        | (0.75)    |   | 3.73                                    | (0.89)    |   |
| Single Appointment      | 873  | 3.73                      | (0.78)    |   | 3.90                        | (0.76)    |   | 3.81                                    | (0.82)    |   |
| Non-Mainstream Research | 642  | 3.66                      | (0.79)    | * | 3.82                        | (0.79)    | * | 3.71                                    | (0.85)    | * |
| Mainstream Research     | 389  | 3.89                      | (0.76)    |   | 4.05                        | (0.68)    |   | 3.91                                    | (0.77)    |   |
| Department Chair        | 81   | 3.84                      | (0.86)    |   | 3.91                        | (0.66)    |   | 3.85                                    | (0.72)    |   |
| Not Chair               | 986  | 3.74                      | (0.78)    |   | 3.92                        | (0.77)    |   | 3.79                                    | (0.84)    |   |

\* Significant difference at  $p < .05$ .

## **Section 4: Detailed Results by Topic**

### **G. Diversity**

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

# Diversity Summary

## Diversity Summary

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

## Diversity Specifics

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

Results for faculty members’ agreement with statements about commitment to diversity at UW-Madison, as well as whether they themselves had engaged in any behavior to increase diversity, are shown in Table D1a. Overall, the faculty slightly to somewhat agree with the statements that commitment to diversity is demonstrated at the department level (mean score of 5.44) and at the campus level (mean score of 5.42). The faculty somewhat to strongly agree that they are personally committed to increasing the diversity of faculty, staff, and students at UW-Madison (mean score of 6.14), and 71.35% indicate that they have intentionally engaged in an action toward that goal in the last six months.

We found a number of differences across the different faculty groups. Women faculty report seeing less commitment to diversity in their departments (mean score of 5.06 versus 5.63) and at UW-Madison (mean score of 5.01 versus 5.63), but are more committed to increasing diversity themselves than Men faculty (mean score of 6.34 versus 6.04). Women faculty also engaged in significantly more intentional actions to increase diversity on the campus than Men (78.99% versus 67.45%). Faculty members of Color also report seeing less commitment to diversity, especially at the campus level (mean score of 4.86 versus 5.53) and are somewhat (but not significantly) more committed to increasing the diversity than Majority Faculty (mean score of 6.23 versus 6.13). Faculty who are Not US Citizens report less personal commitment to increasing diversity than US Citizens (mean score of 5.91 versus 6.17) and engaged in less behavior geared toward achieving this goal (58.77% versus 72.77%). Along divisional lines, Social Studies faculty see the most commitment to diversity at the department level (mean score of 5.61), while Arts & Humanities faculty see the least commitment in this same area (mean score of 5.23). At the campus level, Biological Sciences faculty see the most level of commitment (mean score of 5.57) and Arts & Humanities again the least (mean score of 5.12). Those in the Social Studies report having the most personal commitment to diversity (mean score of 6.32) and the highest percentage of intentional actions toward increasing diversity (76.33%).

There were no reported differences in perceived commitment to diversity between Tenured and Untenured faculty members, but Untenured faculty engaged in significantly less actions intended to increase diversity (62.93% versus 73.46%). Faculty with a Single Appointment versus those with Multiple Appointments also do not report any differences in perceived commitment to diversity, but those with Multiple Appointments are more likely to have engaged in behavior to increase diversity (79.49% versus 69.51%). Faculty with Non-Mainstream research interests report seeing significantly less commitment to diversity at both the department (mean score of 5.25 versus 5.75) and campus levels (mean score of 5.28 versus 5.65) compared to Mainstream faculty. Additionally, these faculty members are themselves slightly less likely to be committed personally to increasing diversity or engaging in intentional actions to increase diversity (but not significantly so). Finally, Department Chairs report seeing a higher commitment to diversity demonstrated in their departments (mean

score of 5.99 versus 5.39), are more personally committed to increasing diversity (mean score of 6.45 versus 6.12), and have taken more actions intended to increase diversity (86.75% versus 70.17%) when compared to faculty who are Not Chairs.

**Table D1a. Commitment to Diversity, Tenure-Track Faculty Only**

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

|                         |      | 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. |           |   |
|-------------------------|------|---|-----------|---|--|-----------|---|--|-----------|---|--|-----------|---|
|                         | N    | Mean  | Std. Dev. |   | Mean   | Std. Dev. |   | Mean   | Std. Dev. |   | % Agree  | Std. Dev. |   |
| Total                   | 1169 | 5.44  | (1.60)    |   | 5.42   | (1.47)    |   | 6.14   | (1.14)    |   | 71.35%   | (45.23)   |   |
| Women                   | 396  | 5.06  | (1.80)    | * | 5.01   | (1.62)    | * | 6.34   | (1.01)    | * | 78.99%   | (40.79)   | * |
| Men                     | 771  | 5.63  | (1.45)    |   | 5.63   | (1.34)    |   | 6.04   | (1.20)    |   | 67.45%   | (46.89)   |   |
| Faculty of Color        | 145  | 5.12  | (1.75)    | * | 4.74   | (1.80)    | * | 6.37   | (1.14)    | * | 77.46%   | (41.93)   |   |
| Majority Faculty        | 1022 | 5.48  | (1.57)    |   | 5.52   | (1.39)    |   | 6.11   | (1.14)    |   | 70.54%   | (45.61)   |   |
| Not US Citizen          | 116  | 5.47  | (1.43)    |   | 5.38   | (1.37)    |   | 5.91   | (1.27)    | * | 58.77%   | (49.44)   | * |
| US Citizen              | 1051 | 5.43  | (1.62)    |   | 5.42   | (1.48)    |   | 6.17   | (1.13)    |   | 72.77%   | (44.54)   |   |
| Biological Science      | 441  | 5.42  | (1.62)    |   | 5.57   | (1.37)    | * | 6.10   | (1.13)    |   | 67.82%   | (46.77)   | * |
| Physical Science        | 240  | 5.44  | (1.44)    |   | 5.50   | (1.34)    |   | 5.97   | (1.16)    | * | 70.00%   | (45.92)   |   |
| Social Studies          | 300  | 5.61  | (1.62)    | * | 5.33   | (1.57)    |   | 6.32   | (1.08)    | * | 76.33%   | (42.57)   | * |
| Arts & Humanities       | 181  | 5.23  | (1.63)    | * | 5.12   | (1.62)    | * | 6.18   | (1.25)    |   | 72.99%   | (44.53)   |   |
| Science Department      | 661  | 5.43  | (1.56)    |   | 5.54   | (1.36)    | * | 6.07   | (1.12)    | * | 68.14%   | (46.63)   | * |
| Non-Science Department  | 498  | 5.46  | (1.63)    |   | 5.27   | (1.58)    |   | 6.24   | (1.17)    |   | 75.46%   | (43.08)   |   |
| Untenured               | 232  | 5.30  | (1.54)    |   | 5.27   | (1.46)    |   | 6.14   | (1.12)    |   | 62.93%   | (48.40)   | * |
| Tenured                 | 937  | 5.47  | (1.61)    |   | 5.46   | (1.47)    |   | 6.15   | (1.15)    |   | 73.46%   | (44.18)   |   |
| Multiple Appointments   | 195  | 5.49  | (1.50)    |   | 5.48   | (1.43)    |   | 6.28   | (1.10)    |   | 79.49%   | (40.48)   | * |
| Single Appointment      | 962  | 5.44  | (1.61)    |   | 5.41   | (1.47)    |   | 6.11   | (1.16)    |   | 69.51%   | (46.06)   |   |
| Non-Mainstream Research | 698  | 5.25  | (1.67)    | * | 5.28   | (1.51)    | * | 6.11   | (1.17)    |   | 70.77%   | (45.52)   |   |
| Mainstream Research     | 423  | 5.75  | (1.41)    |   | 5.65   | (1.36)    |   | 6.25   | (1.06)    |   | 73.51%   | (44.18)   |   |
| Department Chair        | 85   | 5.99  | (1.31)    | * | 5.58   | (1.37)    |   | 6.45   | (0.88)    | * | 86.75%   | (86.75)   | * |
| Not Chair               | 1084 | 5.39  | (1.61)    |   | 5.41   | (1.48)    |   | 6.12   | (1.16)    |   | 70.17%   | (45.77)   |   |

\* Significant difference at  $p < .05$ .

## **Section 4: Detailed Results by Topic**

### **H. Mentoring**

This section included questions about various dimensions of the work environment for faculty at UW-Madison including feelings about interactions with colleagues, participation in departmental decision-making, and commitment to diversity.

# Mentoring Summary

## **Mentoring Summary**

This section was designed to explore the extent to which UW-Madison faculty meet with their official department mentors, other mentors within their department, and finally with other mentors outside their departments during the academic year. As a whole, approximately half of the faculty report having never met with their mentors in the last academic year and over seventy percent feel that they receive adequate mentoring at the institution.

## **Faculty Mentoring at UW-Madison**

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

Results for the frequency with which UW-Madison faculty met with their mentors in the academic year are shown in Tables M1a and M2a, and the faculty’s perceptions of whether they received adequate mentoring are shown in Table M3a. On average, faculty members met 13.32 times with their official department mentors, 17.09 times with other mentors in their departments, and 14.70 times with mentors outside their departments. However, approximately half of the faculty report that they had not met with a mentor in the last academic year in each of the three categories: official department mentor (54.27%), other department mentors (48.25%), and mentors outside the department (53.66%). A large proportion of the faculty feels that they receive adequate mentoring while at UW-Madison (71.20%).

Some differences did emerge in the data for this section, mainly between gender, disciplinary, and tenure status groups. Women faculty members report approximately the same number of mentoring meetings as Men. Women have a slightly higher tendency to meet with mentors outside of their department, among those who participate in mentoring, but the difference was not significant. While a substantial proportion of Women faculty members feel that they receive adequate mentoring at UW-Madison (63.19%), this was still significantly lower than the satisfaction of Men faculty members in this area (76.02%). Faculty members in the Biological Sciences reported the most meetings with mentors outside their departments in comparison to the other three divisions (average of 24.06), and are the least likely to say that they did not have any kind of mentor inside or outside of their departments. Contrarily, Arts & Humanities faculty members are most likely to have no mentor experiences, and for those who do have a mentor reported the least amount of meetings. These faculty members also feel that their mentoring was the least adequate among the divisions (56.15%). Untenured faculty members are significantly less likely than Tenured faculty to say that they have no mentor in each of the three categories: official department mentor (3.45% versus 67.14%), other department mentor (12.12% versus 57.38%), and mentors outside the department (20.69% versus 62.04%). Finally, there were no significant differences in the amount of mentoring received between faculty with Non-Mainstream and Mainstream research interests, but Non-Mainstream faculty are significantly less satisfied with their mentoring experience (66.43% versus 79.46%).

**Table M1a. Meeting With Mentors at UW-Madison\*\*, Tenure-Track Faculty Only**

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

|                         | N   | ...meet with official<br>mentors in your<br>department? |           | ...meet with other<br>mentors within your<br>department? |           | ...meet with other<br>mentors outside your<br>department? |           |
|-------------------------|-----|---|-----------|--|-----------|---|-----------|
|                         |     | Mean  | Std. Dev. | Mean   | Std. Dev. | Mean  | Std. Dev. |
| Total                   | 593 | 13.32   | (50.87)   | 17.09  | (52.54)   | 14.70   | (56.85)   |
| Women                   | 206 | 11.51   | (47.39)   | 13.46  | (44.96)   | 15.03   | (56.86)   |
| Men                     | 387 | 14.32   | (52.76)   | 19.03  | (56.12)   | 14.50   | (56.92)   |
| Faculty of Color        | 65  | 15.52   | (64.48)   | 20.14  | (63.87)   | 10.46   | (48.46)   |
| Majority Faculty        | 528 | 13.04   | (48.86)   | 16.72  | (51.03)   | 15.21   | (57.80)   |
| Not US Citizen          | 66  | 21.11   | (63.39)   | 15.78  | (46.61)   | 23.84   | (81.96)   |
| US Citizen              | 528 | 12.22   | (48.84)   | 17.25  | (53.26)   | 13.60   | (53.05)   |
| Biological Science      | 248 | 14.00   | (54.95)   | 24.06  | (71.79) * | 14.71   | (53.57)   |
| Physical Science        | 119 | 11.74   | (51.72)   | 17.89  | (49.06)   | 16.42   | (63.35)   |
| Social Studies          | 146 | 14.82   | (46.45)   | 10.06  | (15.57) * | 16.32   | (64.38)   |
| Arts & Humanities       | 76  | 10.63   | (46.38)   | 6.80   | (12.93) * | 9.59  | (44.76)   |
| Science Department      | 356 | 13.60   | (54.83)   | 22.60  | (66.21) * | 15.56   | (57.50)   |
| Non-Science Department  | 233 | 12.96   | (45.15)   | 8.74   | (14.50)   | 13.46   | (56.54)   |
| Untenured               | 224 | 14.59   | (54.50)   | 10.74  | (16.23) * | 14.73   | (59.49)   |
| Tenured                 | 390 | 12.37   | (48.07)   | 20.40  | (63.50)   | 14.69   | (55.48)   |
| Multiple Appointments   | 93  | 10.13   | (42.90)   | 10.19  | (17.50) * | 11.49   | (41.80)   |
| Single Appointment      | 493 | 13.98   | (52.60)   | 18.52  | (56.99)   | 14.62   | (57.34)   |
| Non-Mainstream Research | 357 | 13.39   | (54.45)   | 15.68  | (51.71)   | 14.70   | (59.03)   |
| Mainstream Research     | 228 | 13.64   | (46.05)   | 19.55  | (54.64)   | 14.78   | (54.21)   |

\* 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 M2a. Meeting With Mentors at UW-Madison\*\*, Tenure-Track Faculty Only**

|                         | N    | Never Meet or No<br>Official Mentors in<br>Department |           | Never Meet or No<br>Other Mentor in<br>Department |           | Never Meet or No<br>Mentor Outside<br>Department |           |
|-------------------------|------|---|-----------|---|-----------|--|-----------|
|                         |      | %   | Std. Dev. | %   | Std. Dev. | %  | Std. Dev. |
| Total                   | 1148 | 54.27%  | (49.84)   | 48.25%  | (49.99)   | 53.66%   | (49.89)   |
| Women                   | 387  | 52.59%  | (50.00)   | 46.77%  | (49.96)   | 47.29%   | (49.99) * |
| Men                     | 760  | 55.13%  | (49.77)   | 48.88%  | (50.02)   | 56.80%   | (4.96)    |
| Faculty of Color        | 139  | 54.68%  | (49.96)   | 53.24%  | (50.08)   | 58.99%   | (49.36)   |
| Majority Faculty        | 1007 | 54.22%  | (49.85)   | 47.46%  | (49.96)   | 52.84%   | (49.94)   |
| Not US Citizen          | 113  | 41.59%  | (49.51) * | 41.96%  | (49.57)   | 49.56%   | (50.22)   |
| US Citizen              | 1033 | 55.66%  | (49.70)   | 48.84%  | (50.01)   | 54.03%   | (49.86)   |
| Biological Science      | 433  | 48.73%  | (50.04) * | 42.46%  | (49.49) * | 45.58%   | (49.86) * |
| Physical Science        | 233  | 56.65%  | (49.66)   | 48.93%  | (50.10)   | 57.94%   | (49.47)   |
| Social Studies          | 296  | 55.59%  | (49.77)   | 50.51%  | (50.08)   | 57.77%   | (49.48)   |
| Arts & Humanities       | 177  | 63.28%  | (48.34) * | 57.06%  | (49.64) * | 61.02%   | (48.91) * |
| Science Department      | 647  | 51.93%  | (50.00)   | 44.81%  | (49.77) * | 50.31%   | (50.04) * |
| Non-Science Department  | 492  | 57.64%  | (49.46)   | 52.55%  | (49.99)   | 58.13%   | (49.38)   |
| Untenured               | 232  | 3.45%   | (18.29) * | 12.12%  | (32.71) * | 20.69%   | (40.60) * |
| Tenured                 | 916  | 67.14%  | (47.00)   | 57.38%  | (49.48)   | 62.04%   | (48.56)   |
| Multiple Appointments   | 192  | 60.42%  | (49.03)   | 51.31%  | (50.11)   | 56.54%   | (49.70)   |
| Single Appointment      | 943  | 53.34%  | (49.91)   | 47.66%  | (49.97)   | 53.29%   | (49.92)   |
| Non-Mainstream Research | 690  | 54.35%  | (49.85)   | 48.19%  | (50.00)   | 51.09%   | (50.02)   |
| Mainstream Research     | 410  | 50.98%  | (50.05)   | 44.39%  | (49.75)   | 55.12%   | (49.80)   |

\* Significant difference at  $p < .05$ .

**Table M3a. Received Adequate Mentoring at UW-Madison\*\*,  
Tenure-Track Faculty Only**

|                         | N   | Feel I received<br>adequate mentoring<br>while at UW-Madison |           |
|-------------------------|-----|--|-----------|
|                         |     | % Yes  | Std. Dev. |
| Total                   | 934 | 71.20%   | (45.31)   |
| Women                   | 345 | 63.19%   | (48.30) * |
| Men                     | 588 | 76.02%   | (42.73)   |
| Faculty of Color        | 111 | 63.96%   | (48.23)   |
| Majority Faculty        | 822 | 72.26%   | (44.80)   |
| Not US Citizen          | 104 | 72.12%   | (45.06)   |
| US Citizen              | 829 | 71.17%   | (45.32)   |
| Biological Science      | 354 | 73.73%   | (44.07)   |
| Physical Science        | 198 | 75.25%   | (43.26)   |
| Social Studies          | 245 | 72.65%   | (44.67)   |
| Arts & Humanities       | 130 | 56.15%   | (49.81) * |
| Science Department      | 535 | 74.77%   | (43.48) * |
| Non-Science Department  | 392 | 66.58%   | (47.23)   |
| Untenured               | 223 | 76.23%   | (42.66)   |
| Tenured                 | 711 | 69.62%   | (46.02)   |
| Multiple Appointments   | 162 | 74.07%   | (43.96)   |
| Single Appointment      | 762 | 70.60%   | (45.59)   |
| Non-Mainstream Research | 566 | 66.43%   | (47.26) * |
| Mainstream Research     | 336 | 79.46%   | (40.46)   |

\* Significant difference at  $p < .05$ .

\*\* Large numbers of respondents selected "Not Applicable"; these responses were coded as missing data and only yes/no answers are reported.

## **Section 4: Detailed Results by Topic**

### **I. Sexual Harassment**

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

# Sexual Harassment Summary

## Sexual Harassment Summary

This section was designed to investigate the experiences of faculty to determine the extent to which they have experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-Madison campus. A small proportion of the faculty reported having experienced at least one incidence of sexual harassment. Women faculty members have experienced more sexual harassment, feel that it was treated less seriously, and feel the process for resolving sexual harassment complaints is less effective on the campus than Men faculty.

## Faculty Perception of Sexual Harassment at UW-Madison

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

Results for the experience of sexual harassment on the UW-Madison campus are found in Table SH1a. A small proportion (5.92%) of the faculty reported having a harassment experience in the last three years, with an average number of 2.13 incidents. No differences were found between Faculty members of Color and Majority Faculty members. A relative few number of differences were found in terms of whether harassment incidents had been experienced. Women faculty members report more incidents of harassment than Men faculty (13.91% versus 1.87%). Despite reporting more often that they have experienced sexual harassment overall (7.69% versus 5.88%), Gay and Lesbian faculty members experienced fewer *incidents* than their Bisexual or Heterosexual peers (average of 1.50 incidents versus 2.17). Faculty in the Arts & Humanities had the highest reported percentage of harassment experiences (10.47%), but reported the lowest number of incidents (average of 1.64) of all the divisions.

Results showing faculty members' perception of UW-Madison's response to sexual harassment are shown in Table SH2a, while the percentages of "Don't know" responses are shown in Table SH3a. Overall, the faculty who responded to the item feel that sexual harassment is taken very seriously on the campus (mean score of 3.99) and that it is a little to somewhat common experience on campus (mean score of 2.54). While 28.78% of the entire faculty does not know how seriously sexual harassment is taken, 60.62% of the whole does not know how common its incidence is on campus. Compared to Men faculty, Women faculty also report that sexual harassment is treated less seriously (mean score of 3.75 versus 4.10) and that it is more common on campus (mean score of 2.86 versus 2.40). These Women faculty members also feel the process for resolving sexual harassment complaints is not effective, when compared to Men (mean score of 3.11 versus 3.58). Among the Divisions, faculty in the Arts & Humanities feel sexual harassment is treated the least seriously (mean score of 3.85), and that it is most common on the campus compared to the other three groups (mean score of 2.81). Biological Sciences faculty report that sexual harassment is taken most seriously (mean score of 4.07). Faculty members within the Non-Mainstream research group feel that sexual harassment is taken less seriously (mean score of 3.93 versus 4.10), are less likely to know the appropriate steps to take when confronted with sexual harassment (mean score of 3.19 versus 3.35), and feel the process for resolving a sexual harassment complaint is less effective (mean score of 3.27 versus 3.67) than faculty in the Mainstream Research group.

Faculty who are not U.S. Citizens are most likely to respond that they do not know how seriously sexual harassment is treated on campus (40.00% versus 27.59%), how common sexual harassment is at UW-Madison

(71.30% versus 59.50%), or what steps should be taken if a person reports a problem with sexual harassment to them (18.26% versus 9.45%) compared to US Citizens. Faculty in the Biological Sciences area had the least amount of “Don’t know” responses overall and are most likely to know the appropriate steps to take if an incident of sexual harassment is reported to them (7.73% saying they did not know). Faculty in the Physical and Social Studies had the highest percentages of “Don’t know” responses, and were least likely to know what steps to take for resolving a problem with sexual harassment (77.82% and 76.17%, respectively). Compared to Tenured faculty, Untenured faculty members are least likely to know what steps to take if a sexual harassment problem is reported to them, and had significantly more “Don’t know” responses (88.21% versus 66.13%).

**Table SH1a. Experience of Sexual Harassment, Tenure-Track Faculty Only**

|                         | N    | Experience<br>Any<br>Harassment |         |   | Number of<br>Incidents** |          |
|-------------------------|------|---------------------------------|---------|---|--------------------------|----------|
|                         |      | Mean                            | (S.D.)  |   | Mean                     | (S.D.)   |
| All Faculty             | 1131 | 5.92%                           | (23.62) |   | 2.13                     | (1.54)   |
| Women                   | 381  | 13.91%                          | (34.65) | * | 2.12                     | (1.48)   |
| Men                     | 749  | 1.87%                           | (13.55) |   | 2.14                     | (1.81)   |
| Faculty of Color        | 138  | 5.07%                           | (22.02) |   | 3.14                     | (2.44)   |
| Majority Faculty        | 992  | 6.05%                           | (23.85) |   | 2.01                     | (1.38)   |
| Not US Citizen          | 115  | 6.09%                           | (24.01) |   | 2.43                     | (2.46)   |
| US Citizen              | 1015 | 5.91%                           | (23.60) |   | 2.09                     | (1.42)   |
| Gay/Lesbian             | 26   | 7.69%                           | (27.17) |   | 1.50                     | (0.00) * |
| Bi/Heterosexual         | 1071 | 5.88%                           | (23.54) |   | 2.17                     | (1.58)   |
| Biological Science      | 426  | 4.93%                           | (21.67) |   | 2.29                     | (1.65)   |
| Physical Science        | 238  | 3.78%                           | (19.12) |   | 2.50                     | (2.22)   |
| Social Studies          | 286  | 6.64%                           | (24.95) |   | 2.24                     | (1.68)   |
| Arts & Humanities       | 172  | 10.47%                          | (30.70) | * | 1.64                     | (0.59) * |
| Science Department      | 645  | 4.50%                           | (20.74) | * | 2.29                     | (1.81)   |
| Non-Science Department  | 477  | 7.97%                           | (27.11) |   | 2.00                     | (1.32)   |
| Untenured               | 227  | 4.85%                           | (21.52) |   | 2.32                     | (2.03)   |
| Tenured                 | 904  | 6.19%                           | (24.12) |   | 2.09                     | (1.45)   |
| Multiple Appointments   | 188  | 9.57%                           | (29.50) |   | 2.42                     | (1.75)   |
| Single Appointment      | 931  | 5.26%                           | (22.34) |   | 2.02                     | (1.46)   |
| Non-Mainstream Research | 673  | 6.54%                           | (24.74) |   | 1.88                     | (1.19)   |
| Mainstream Research     | 410  | 5.12%                           | (22.07) |   | 2.40                     | (1.68)   |

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

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

**Table SH2a. UW-Madison's Response to Sexual Harassment, Tenure-Track 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                   | 1044 | 3.99  | (0.83)    | 2.54                                       | (0.84)    | 3.25   | (1.06)    | 3.43   | (0.94)    |
| Women                   | 348  | 3.75  | (0.91) *  | 2.86                                       | (0.84) *  | 3.22   | (1.11)    | 3.11   | (1.05) *  |
| Men                     | 695  | 4.10  | (0.77)    | 2.40                                       | (0.79)    | 3.26   | (1.03)    | 3.58   | (0.83)    |
| Faculty of Color        | 129  | 3.87  | (0.99)    | 2.68                                       | (1.02)    | 3.23   | (1.07)    | 3.24   | (1.10)    |
| Majority Faculty        | 914  | 4.01  | (0.80)    | 2.52                                       | (0.80)    | 3.25   | (1.06)    | 3.45   | (0.91)    |
| Not US Citizen          | 94   | 4.12  | (0.74)    | 2.73                                       | (0.94)    | 3.05   | (1.08)    | 3.80   | (0.71) *  |
| US Citizen              | 949  | 3.98  | (0.83)    | 2.52                                       | (0.82)    | 3.27   | (1.05)    | 3.40   | (0.94)    |
| Gay/Lesbian             | 24   | 3.71  | (0.77)    | 2.73                                       | (0.79)    | 3.17   | (0.96)    | 2.67   | (0.82) *  |
| Bi/Heterosexual         | 992  | 4.00  | (0.81)    | 2.54                                       | (0.83)    | 3.24   | (1.06)    | 3.44   | (0.94)    |
| Biological Science      | 406  | 4.07  | (0.82) *  | 2.49                                       | (0.88)    | 3.36   | (0.99) *  | 3.49   | (0.90)    |
| Physical Science        | 207  | 3.97  | (0.72)    | 2.46                                       | (0.70)    | 2.97   | (1.04) *  | 3.49   | (0.82)    |
| Social Studies          | 262  | 3.95  | (0.92)    | 2.50                                       | (0.84)    | 3.24   | (1.16)    | 3.38   | (1.07)    |
| Arts & Humanities       | 161  | 3.85  | (0.82) *  | 2.81                                       | (0.80) *  | 3.32   | (1.03)    | 3.29   | (0.94)    |
| Science Department      | 595  | 4.04  | (0.77) *  | 2.48                                       | (0.83)    | 3.24   | (1.03)    | 3.50   | (0.87)    |
| Non-Science Department  | 441  | 3.92  | (0.90)    | 2.62                                       | (0.84)    | 3.26   | (1.02)    | 3.33   | (1.01)    |
| Untenured               | 182  | 4.05  | (0.88)    | 2.41                                       | (0.93)    | 2.69   | (1.04) *  | 3.33   | (0.92)    |
| Tenured                 | 862  | 3.98  | (0.82)    | 2.56                                       | (0.82)    | 3.37   | (1.03)    | 3.44   | (0.94)    |
| Multiple Appointments   | 176  | 3.97  | (0.79)    | 2.66                                       | (0.71)    | 3.48   | (1.03) *  | 3.35   | (0.92)    |
| Single Appointment      | 857  | 3.99  | (0.84)    | 2.51                                       | (0.86)    | 3.20   | (1.06)    | 3.45   | (0.94)    |
| Non-Mainstream Research | 621  | 3.93  | (0.84) *  | 2.58                                       | (0.82)    | 3.19   | (1.02) *  | 3.27   | (0.92) *  |
| Mainstream Research     | 385  | 4.10  | (0.80)    | 2.49                                       | (0.87)    | 3.35   | (1.10)    | 3.67   | (0.91)    |

\* Significant difference at  $p < .05$ .

\*\* Large numbers of respondents selected "Don't Know"; these responses were coded as missing data and only scaled answers are reported.

**Table SH3a. UW-Madison's Response to Sexual Harassment, Tenure-Track Faculty Only**

*Thinking about sexual harassment at UW-Madison...*

|                         | N    | Don't know how seriously sexual harassment is treated on campus |           | Don't know how common sexual harassment is on campus |           | Don't know how well (I) know the steps to take if a person comes to (me) with a problem with sexual harassment |           | Don't know how effective the process is for resolving complaints about sexual harassment at UW-Madison |           |
|-------------------------|------|---|-----------|--|-----------|--|-----------|--|-----------|
|                         |      | %   | Std. Dev. | %  | Std. Dev. | %  | Std. Dev. | %  | Std. Dev. |
| Total                   | 1164 | 28.78%  | (45.29)   | 60.62%   | (48.88)   | 10.31%   | (30.42)   | 70.48%   | (45.63)   |
| Women                   | 396  | 36.36%  | (48.17) * | 64.65%   | (47.87) * | 11.90%   | (32.42)   | 71.97%   | (44.97)   |
| Men                     | 768  | 24.90%  | (43.27)   | 58.62%   | (49.28)   | 9.51%  | (29.35)   | 69.80%   | (45.94)   |
| Faculty of Color        | 144  | 30.77%  | (46.32)   | 62.94%   | (48.47)   | 10.42%   | (30.65)   | 73.24%   | (44.43)   |
| Majority Faculty        | 1020 | 28.53%  | (45.18)   | 60.35%   | (48.94)   | 10.30%   | (30.42)   | 70.17%   | (45.78)   |
| Not US Citizen          | 115  | 40.00%  | (49.20) * | 71.30%   | (45.43) * | 18.26%   | (38.80) * | 78.26%   | (41.43)   |
| US Citizen              | 1048 | 27.59%  | (44.71)   | 59.50%   | (49.11)   | 9.45%  | (29.26)   | 69.69%   | (45.98)   |
| Gay/Lesbian             | 26   | 34.62%  | (48.52)   | 57.69%   | (50.38)   | 4.00%  | (20.00)   | 76.92%   | (42.97)   |
| Bi/Heterosexual         | 1107 | 28.93%  | (45.37)   | 60.63%   | (48.88)   | 10.39%   | (30.52)   | 70.56%   | (45.60)   |
| Biological Science      | 440  | 20.23%  | (40.22) * | 57.50%   | (49.49)   | 7.73%  | (26.73) * | 65.91%   | (47.46) * |
| Physical Science        | 239  | 34.73%  | (47.71) * | 64.85%   | (47.84)   | 13.03%   | (33.73)   | 77.82%   | (41.63) * |
| Social Studies          | 399  | 36.79%  | (48.30) * | 64.09%   | (48.05)   | 12.37%   | (32.98)   | 76.17%   | (42.67) * |
| Arts & Humanities       | 179  | 28.65%  | (45.34)   | 56.74%   | (49.68)   | 10.06%   | (30.16)   | 62.71%   | (48.49) * |
| Science Department      | 660  | 25.45%  | (43.59) * | 59.85%   | (49.06)   | 9.71%  | (29.63)   | 69.39%   | (46.12)   |
| Non-Science Department  | 497  | 33.27%  | (47.16)   | 61.62%   | (48.68)   | 11.27%   | (31.65)   | 72.06%   | (44.91)   |
| Untenured               | 230  | 50.00%  | (50.11) * | 74.35%   | (43.77) * | 20.87%   | (40.73) * | 88.21%   | (32.32) * |
| Tenured                 | 934  | 23.55%  | (42.46)   | 57.23%   | (49.50)   | 7.71%  | (26.69)   | 66.13%   | (47.35)   |
| Multiple Appointments   | 196  | 24.49%  | (43.11)   | 54.59%   | (49.92)   | 9.74%  | (29.73)   | 63.27%   | (48.33) * |
| Single Appointment      | 958  | 29.68%  | (45.71)   | 61.82%   | (48.61)   | 10.54%   | (30.73)   | 71.94%   | (44.95)   |
| Non-Mainstream Research | 694  | 29.25%  | (45.52)   | 61.18%   | (48.77)   | 10.52%   | (30.70)   | 71.10%   | (45.36)   |
| Mainstream Research     | 423  | 25.77%  | (43.79)   | 57.92%   | (49.43)   | 8.98%  | (28.63)   | 68.09%   | (46.67)   |

\* Significant difference at  $p < .05$ .



## **Section 4: Detailed Results by Topic**

### **J. Satisfaction with UW-Madison**

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

# Satisfaction with UW-Madison Summary

## Satisfaction Summary

This section of the survey asked faculty to evaluate their degree of satisfaction with their jobs, career progression at UW-Madison, various resources provided by the institution, and salaries. In addition, the faculty was asked to report whether and how seriously they had considered leaving the institution, and for what possible reasons. As a whole, faculty members reported that they are generally happy with their jobs and career progression at UW-Madison, as well as with the resources provided by the institution to support various aspects of their work. Slightly less than one-third of the faculty reported having received an outside job offer. While overall the faculty indicated a high degree of job satisfaction, some faculty reflected a different experience. Women faculty and Non-Mainstream faculty continued to report a more negative experience overall at UW-Madison. Breaking from the data in previous sections, however, Untenured faculty reported higher levels of satisfaction in a few key areas when compared to Tenured faculty.

## Satisfaction Specifics

*Satisfaction with career progression, resources provided; contributing factors to dis/satisfaction*

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

Results for the faculty’s satisfaction with UW-Madison and the resources provided to them are shown in Tables S1a, S11a, and S12a. Overall, faculty members were somewhat satisfied with being a faculty member at UW-Madison (mean score of 4.07) and with their career progression (mean score of 4.01).

Respondents indicated a wide variety of factors contributing to their satisfaction with being a faculty member at UW-Madison (Table S2a). The most common reasons provided tended to involve the quality of relationships with others, and the institutional culture and climate that result from those relationships. More specifically, faculty respondents said that the factor that contributes to their satisfaction the most is the relationships they have with their faculty peers and the quality of those faculty members as peers (not specific to whether these colleagues were inside or from outside their departments). Similarly, another factor in the top three areas that contribute to faculty members’ satisfaction is the quality of and relationships that they have with students at UW-Madison, especially the undergraduate population. The final most common factor contributing to faculty members’ satisfaction can best be described as the institutional climate. Faculty respondents indicated that the environment of UW-Madison, variously described as “positive”, “creative”, “supportive”, and “collegial”, is a significant factor that contributes to their satisfaction with their positions.

Respondents also provided much detail about the factors that detract from their satisfaction at UW-Madison (Table S3a). The most common of these detractors include their salaries, frustration with increasing administrative responsibilities, and insufficient resources and support of a few particular types. In particular, faculty respondents expressed the most dissatisfaction with their salaries, which they feel are too low. Within this larger salary category, the faculty also cited the salary structure inequities, a lack of raises, mandatory furloughs, and salary compression as important factors. In the area of administrative burden, the faculty indicate that increasing responsibilities once handled by administrative or classified staff have since been transferred to their work loads, in addition to the bureaucracy associated with the clerical work required of

them. In regard to insufficient resources, the faculty point to a specific set of areas contributing to their dissatisfaction. These areas include inadequate research and grants administration support, graduate student funding, and administrative or clerical support. The faculty also cited numerous other factors, including but not limited to budget cuts and their effects, components of the tenure process, the attitudes of some of their peers, their department chairs, the autocratic behavior of higher level administrators, and an excessive workload.

*Differences between groups.* Though some satisfaction differences were found across groups, very few emerged according to race and ethnicity, citizenship status, or number of appointments. Women faculty were less satisfied with being a faculty member at UW-Madison (mean score of 3.94 versus 4.13), their career progression (mean score of 3.88 versus 4.08), and support for their clinical work (mean score of 2.97 versus 3.82) than Men faculty. Non-Mainstream faculty members were less satisfied with every measure we provided to them in these groupings than Mainstream faculty members, though two of the differences were not significant. Among the Divisions, faculty members in the Biological Sciences were most satisfied with their career progression at UW-Madison (mean score of 4.11) while faculty members from the Arts & Humanities were the least satisfied (mean score of 3.84). This pairing was repeated for satisfaction with salary, with the Biological Sciences faculty reporting the most satisfaction (mean score of 3.09) and the Arts & Humanities faculty reporting the least (mean score of 2.29). Social Studies faculty members felt the most supported in terms of resources provided for their research and scholarship (mean score of 3.61), and their teaching (mean score of 3.72). Finally, when compared to those in the Tenured group, Untenured faculty members were most satisfied with resources supporting their research and scholarship (mean score of 3.76 versus 3.33), teaching (mean score of 3.64 versus 3.40), and outreach and extension activities (mean score of 3.57 versus 3.26), and with their salaries (mean score of 2.97 versus 2.77).

#### *Outside offers and adjustments*

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

Results showing outside offers to faculty members, resulting adjustments, and potential reasons for leaving UW-Madison are presented in Tables S4a and S6a. Overall, 28.36% of the faculty reported having received an outside job offer in the last five years that they took to their department or dean. For those who did, the most common adjustments after reporting that offer were in areas of salary (67.95%), equipment; laboratory, or research startup (25.08%), and administrative responsibilities (12.84%). A small but noticeable proportion of the faculty (17.19%) also report having had “other” adjustments following an outside offer. Among those specified by the respondents, the most common related to funds (flexible or research). A large number of write-in adjustments were related to an overall improvement of climate; for example “discussions of improved Climate”, “better collaborative possibilities”, and “employment of valuable coworker[s]”.

As a whole, the faculty were neither likely nor unlikely to leave UW-Madison in the next three years (mean score of 3.49, Table S6a). The factors considered the most as possible reasons for leaving the institution included an increase in salary (mean score of 2.09), to enhance their career (mean score of 2.05), and other reasons defined by the faculty (mean score of 2.02, Table S7a). The most common among these other possible reasons include personal or family motivations (e.g., moving closer to family, relocating for a spouse or partner), advancing their career (e.g., reaching a leadership position), or finding an institution or department with a better specific fit to their professional needs (e.g., increasing their intellectual community by finding a greater number of colleagues with similar interests, increased diversity, or better relationships with leaders or administrators). See Table S8a for these ‘other’ responses.

Faculty members who responded to the open-ended questions inviting them to share any other thoughts about their reasons for staying at UW-Madison provided an extensive number of responses (Table S9a). The most

common reasons included local characteristics (e.g., living in the City of Madison or State of Wisconsin, the area's quality of life, the community culture or climate, and the quality of local public schools), factors relating to climate and personal interactions (e.g., the quality of or their relationships with colleagues and collaborators, though not specific to their departments; they feel supported, valued, and appreciated; they are simply happy here; or they feel that the institution has a good work climate), personal factors (e.g., family in the area or their family's happiness, or their spouse or partner's job), and factors relating to UW-Madison itself (e.g., the quality or characteristics of the campus and institution, the institution's prestige or reputation, and the institution's values or mission).

Faculty members also discussed their thoughts about why they would consider leaving UW-Madison in the second open-ended question in this subsection (Table S10a). The most common reason was simply "salary". While they were not among the most common reasons, some respondents gave reasons of varying detail about their salaries, including that their salaries are too low to begin with and are even lower as a result of mandatory furloughs; salaries are not competitive with outside institutions; that their salaries are inequitable generally, within their departments, between departments, or by gender. The most notable group of comments about inequities was the perceived difference between the lower salaries of faculty who have been at the institution for some time, have more experience, are more productive, and are more likely to meet or exceed expectations and the higher salaries of those who are newer, have less experience, and are not as productive or likely to meet expectations. Additionally, several faculty members commented that the only way they perceived to receive a raise was to seek and secure an outside offer. The second most common reason for which faculty members might consider leaving the institution is that they would like advancement opportunities, or that they want a change, or new opportunities for challenge and growth. The third most common reason was general resources, support, or funding, but not specific to research or teaching. The variety of other reasons for which faculty respondents might consider leaving the institution ranged from unhappiness with institutional administrators and their leadership decisions, to feeling unappreciated and unsupported at the institution generally or in their departments specifically, to insufficient research resources and support, to the weather (snow and winter, specifically).

*Differences between groups.* While some groups did feel more strongly about possibly leaving the institution than others, no group was comparatively very likely to leave according to our scale. There were no differences in outside offers of employment according to gender. For Women faculty, the only significant resulting adjustments to outside job offers were special timing of the tenure clock (0.00% versus 4.19%) and other reasons defined by the faculty (30.35% versus 11.76%) when compared to Men faculty. Additionally, Men faculty are more unlikely to say they are leaving UW-Madison compared to Women faculty (mean score of 3.60 versus 3.28, with a higher score indicating more unlikely to leave). Women faculty reported having considered more factors for leaving the institution than Men faculty, including improving prospects for tenure or promotion (mean score of 1.28 versus 1.17), finding a more supportive work environment (mean score of 1.83 versus 1.64), reducing stress (mean score of 1.80 versus 1.51), addressing child-related issues (mean score of 1.30 versus 1.12), improving the employment situation of a spouse or partner (mean score of 1.52 versus 1.42), and lowering costs of living (mean score of 1.09 versus 1.16). Majority Faculty are more unlikely to leave UW-Madison in the next three years, compared to Faculty of Color (mean score of 3.53 versus 3.16). For those Faculty of Color who are considering leaving, wanting to enhance their career (mean score of 2.22 versus 2.02) and finding a more supportive work environment (mean score of 1.84 versus 1.69) were the most common reasons.

In the divisions, faculty members from the Biological Sciences were the most unlikely to leave UW-Madison (mean score of 3.67), concordant with having reported the highest levels of satisfaction in the preceding sections. Similarly, faculty members from the Arts & Humanities were among the least satisfied and were the most likely to leave (mean score of 3.18), though as a group they are still neither likely nor unlikely to leave. Untenured faculty members were much less likely to have received an outside offer than Tenured faculty members (16.52% versus 31.29%). For those who had the most common and only significant resulting

adjustment was to their salaries, but this adjustment was still substantially less than the same adjustment offered to Tenured faculty (51.28% versus 70.13%). Faculty with Non-Mainstream research interests were less interested in staying at UW-Madison than Mainstream faculty in the next three years (mean score of 3.39 versus 3.64). Among those in this group who were considering leaving, looking for a more supportive work environment (mean score of 1.80 versus 1.56) and increased research time (mean score of 1.76 versus 1.60) were given as reasons.

**Table S1a. Satisfaction With UW-Madison, Tenure-Track 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                   | 1175 | 4.07                                     | (1.13)    |   | 4.01   | (1.14)    |   |
| Women                   | 396  | 3.94                                     | (1.19)    | * | 3.88   | (1.22)    | * |
| Men                     | 779  | 4.13                                     | (1.09)    |   | 4.08   | (1.09)    |   |
| Faculty of Color        | 145  | 3.97                                     | (1.02)    |   | 3.94   | (1.05)    |   |
| Majority Faculty        | 1029 | 4.08                                     | (1.14)    |   | 4.02   | (1.15)    |   |
| Not US Citizen          | 118  | 4.09                                     | (1.16)    |   | 3.99   | (1.03)    |   |
| US Citizen              | 1056 | 4.06                                     | (1.12)    |   | 4.01   | (1.15)    |   |
| Biological Science      | 440  | 4.14                                     | (1.10)    |   | 4.11   | (1.09)    | * |
| Physical Science        | 243  | 3.98                                     | (1.16)    |   | 3.96   | (1.12)    |   |
| Social Studies          | 303  | 4.13                                     | (1.12)    |   | 4.04   | (1.14)    |   |
| Arts & Humanities       | 862  | 3.94                                     | (1.11)    |   | 3.84   | (1.23)    | * |
| Science Department      | 664  | 4.08                                     | (1.13)    |   | 4.06   | (1.11)    |   |
| Non-Science Department  | 501  | 4.06                                     | (1.11)    |   | 3.96   | (1.17)    |   |
| Untenured               | 232  | 4.13                                     | (1.08)    |   | 3.95   | (1.04)    |   |
| Tenured                 | 943  | 4.05                                     | (1.14)    |   | 4.03   | (1.16)    |   |
| Multiple Appointments   | 199  | 4.21                                     | (1.06)    |   | 4.22   | (1.04)    | * |
| Single Appointment      | 963  | 4.05                                     | (1.13)    |   | 3.98   | (1.15)    |   |
| Non-Mainstream Research | 703  | 3.97                                     | (1.17)    | * | 3.86   | (1.17)    | * |
| Mainstream Research     | 422  | 4.21                                     | (1.07)    |   | 4.25   | (1.05)    |   |

\* Significant difference at  $p < .05$ .

**Table S2a. Factors Contributing Most to Satisfaction at UW-Madison, Tenure-Track Faculty Only (Full Codebook)**

[illegible]

**Table S3a. Factors Detracting Most From Satisfaction at UW-Madison, Tenure-Track Faculty Only (Full Codebook)**

| Salary/Benefits  |     | Aspects of UW                                    |    |
|--|-----|--|----|
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Salary structure/inequities                                      | 39  | Campus too conservative/traditional              | 4  |
| Low/Poor Salaries  | 125 | Campus too liberal                               | 1  |
| Lack of Raises   | 36  | Campus too big                                   | 3  |
| Furloughs  | 16  | Decentralized                                    | 2  |
| Salary compression   | 16  | Lack of childcare                                | 7  |
| Benefits   | 4   | Lack of emphasis on Arts/Humanities/             | 14 |
| No summer salary   | 3   | Ethnic/Cultural studies                          | 4  |
| Salary (unspecified)   | 52  | Emphasis on money over quality                   | 2  |
| Need to seek outside offer to gain raise, recognition            | 12  | Parking/commuting                                | 2  |
|  |     | University not engaged in society                | 3  |
|  |     | Speech codes/PC                                  | 20 |
|  |     | Bureaucracy                                      | 2  |
|  |     | Poor (teaching) evaluation mechanisms            | 4  |
|  |     | Undergraduate students                           | 3  |
|  |     | Outdated buildings/architecture                  | 2  |
|  |     | Campus size (physical)                           | 7  |
|  |     | Faculty governance                               | 4  |
|  |     | Family leave policy                              | 1  |
|  |     | Campus construction                              | 3  |
|  |     | Affecting change at UW/slow/inertia              | 3  |
|  |     | Classified staff system                          | 3  |
|  |     | U rankings low                                   | 1  |
| Budget Cuts  |     | Aspects of Madison/Wisconsin                     |    |
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Small budgets/resources  | 28  | Weather  | 3  |
| Lack of grants/difficulty to obtain                              | 14  | Geographic location                              | 1  |
| Budget cuts  | 22  | Madison itself                                   | 19 |
| Negative financial picture/feeling/ climate                      | 10  | State legislature/decisions by State             | 2  |
| Internal funding for professional development/ scholarship       | 18  | Respect by citizens                              | 1  |
| Lack of state support  | 10  | Public schools                                   | 2  |
| Recruitment funds  | 3   | Public transportation (no rail, airport service) |    |
| Start up issues/concerns   | 5   |  |    |
| Resources  |     | Program Excellence                               |    |
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Equipment  | 5   | Quality of students                              | 10 |
| Facilities/space   | 17  | Lack of excellence/rigor                         | 14 |
| Travel   | 2   | Lack of vision/mission                           | 5  |
| Graduate student funding   | 45  | Graduate program/recruitment                     | 1  |
| Teaching/scholarship   | 2   | Low numbers of int'l students                    |    |
| Research   | 2   |  |    |
| Collaborative work   | 1   |  |    |
| Inequities in distribution                                       | 11  |  |    |
| Hiring/retaining faculty   | 20  |  |    |
| Library  | 1   |  |    |
| Grants administration  | 3   |  |    |
| Support staff  | 5   |  |    |
| Animal Care  | 3   |  |    |
| Reimbursements   | 2   |  |    |
| Resources (unspecified)  | 37  |  |    |
| Support (lack of)  |     | Leadership/Administration                        |    |
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Research/RSP/Grant administration                                | 53  | Bad/overloaded administration                    | 19 |
| Mentoring/advising   | 9   | Lack of leadership                               | 1  |
| Office/secretarial/administrative/clerical                       | 30  | Tension btwn administration & faculty            | 5  |
| Technical/computer   | 1   | College administration/Bascom/Deans              | 31 |
| From leaders/senior faculty/Admin                                | 4   | Autocratic                                       | 3  |
| Teaching   | 4   | UWHC/UWMF/SMPH issues                            | 4  |
| Collaborators  | 7   | Appeal process                                   |    |
| For leave  | 1   |  |    |
| Recognition/not feeling valued                                   | 14  |  |    |
| New Faculty orientation  | 2   |  |    |
| For academic and classified staff                                | 2   |  |    |
| For students   | 1   |  |    |
| Support (lack of)  | 5   |  |    |
| Research Activities  |     | Workload/Stress                                  |    |
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Lack of respect for certain disciplines/research                 | 7   | Workload-excessive                               | 49 |
| Too much emphasis on research, research monies                   | 4   | Stress   | 6  |
| Not enough time for own research                                 | 11  | Writing papers                                   | 1  |
| Research focus has changed                                       | 1   | Writing grants                                   | 8  |
| Need others with shared research interest/same field/am isolated | 17  | Fundraising                                      | 1  |
| Support for interdisciplinarity                                  | 14  | Publishing                                       | 2  |
| Not Valued/a priority  | 4   |  |    |
| Teaching Activities  |     | Interactions/Communication                       |    |
| Reason for Dissatisfaction                                       | N   | Reason for Dissatisfaction                       | N  |
| Too much time spent teaching/preparing                           | 4   | Conflicts/problems                               | 3  |
| Teaching is under-valued   | 7   | Isolation  | 1  |
|  |     | Lack of social interactions                      | 1  |
|  |     | Harrassment                                      | 1  |
|  |     | Lack of respect/poor treatment                   | 4  |
|  |     | Competitiveness                                  | 8  |
|  |     | Politics/corruption                              | 2  |
|  |     | Communication problems                           | 6  |



|   |    |                                  |    |
|---|----|----------------------------------|----|
| Emphasis on new teaching techniques                         | 1  | Not being heard                  | 1  |
| Limited opportunities to teach                              | 1  | "Egos" of others                 | 1  |
| Unfair teaching assignments/inequitable                     | 4  |                                  |    |
| Obstacles to team-teaching                                  | 4  |                                  |    |
| Grading   | 1  |                                  |    |
| Teaching facilities   | 1  |                                  |    |
| Too high/load   | 15 |                                  |    |
| <b>Service Activities &amp; Outreach</b>                    |    | <b>Climate</b>                   |    |
| Reason for Dissatisfaction                                  | N  | Reason for Dissatisfaction       | N  |
| Administrative work/Bureaucracy/Rules                       | 87 | Department/unit climate          | 14 |
| Committee work/meetings                                     | 2  | Gender climate/discrimination    | 12 |
| Advising duties   | 4  | "Corporate" climate              | 1  |
| Paperwork   | 2  | Campus climate                   | 3  |
| Extension recognition                                       | 4  | Racial climate                   | 3  |
| Imbalance of service duties                                 | 18 | Lack of diversity                | 24 |
| Lack of recognition/respect/reward                          | 5  | Campus doesn't value diversity   | 1  |
| Workload  | 6  | Privileges diverse faculty       | 1  |
|   |    | College/UW politics              | 3  |
|   |    | Lack of cohesiveness             | 1  |
|   |    | Intolerant                       | 1  |
|   |    | Intellectual diversity           | 1  |
|   |    | Lack of disability/accessibility | 2  |
| <b>Clinical Activities</b>                                  |    | <b>Personal Matters</b>          |    |
| Reason for Dissatisfaction                                  | N  | Reason for Dissatisfaction       | N  |
| Emphasis on billing   | 1  | Work/family imbalance            | 2  |
| No respect for clinical work                                | 1  | Dual-career/spouse issues        | 4  |
| Support of Clinical research                                | 1  | Far from family                  | 1  |
| Clinical workload too high                                  | 1  | Finding spouse/partner           | 1  |
|   |    | No social network                | 4  |
|   |    | Personal illness                 | 1  |
|   |    | Same-sex marriage ban            | 1  |
|   |    | Personal matters (unspecific)    | 1  |
| <b>General Work Activities</b>                              |    | <b>Surveys</b>                   |    |
| Reason for Dissatisfaction                                  | N  | Reason for Dissatisfaction       | N  |
| Balance of research, teaching, service, clinical/time issue | 22 | Surveys                          | 4  |
| Lack of sabbatical opportunity                              | 2  |                                  |    |
| Has appointments in two or more departments                 | 5  |                                  |    |
| New software/technologies to learn                          | 1  |                                  |    |
| Reporting requirements                                      | 6  |                                  |    |
| Human Resource issues                                       | 1  |                                  |    |
| Union issues  | 1  |                                  |    |
| Email issues  | 3  |                                  |    |
| <b>Career Advancement</b>                                   |    | <b>Other/Unclear</b>             |    |
| Reason for Dissatisfaction                                  | N  | Reason for Dissatisfaction       | N  |
| Lack of promotion   | 4  | Other/Unclear                    | 15 |
| Slow career progression                                     | 1  |                                  |    |
| Tenure process and pressure                                 | 25 |                                  |    |
| No opportunities for professional development               | 1  |                                  |    |
| Merit system/not rewarded for performance                   | 15 |                                  |    |
| Can't crack leadership ceiling/"old boy's network/club"     | 5  |                                  |    |
| Lack of recognition/appreciation                            | 11 |                                  |    |
| Movement of staff to tenure track                           | 2  |                                  |    |
| Movement of clinical position to tenure                     | 1  |                                  |    |
| Tenure/divisional committee issues                          | 3  |                                  |    |
| Tenure clock stops  | 1  |                                  |    |
| <b>Aspects of Department/Unit</b>                           |    | <b>None</b>                      |    |
| Reason for Dissatisfaction                                  | N  | Reason for Dissatisfaction       | N  |
| Faculty attitude  | 35 | None/Not Applicable              | 10 |
| Lack of new hires   | 3  |                                  |    |
| Older, original colleagues in department                    | 1  |                                  |    |
| Favoritism for "stars"                                      | 1  |                                  |    |
| Uncertainty for future of department                        | 1  |                                  |    |
| Own department is small                                     | 1  |                                  |    |
| Department politics   | 12 |                                  |    |
| Colleagues  | 16 |                                  |    |
| Department Chair  | 24 |                                  |    |
| Too clinical/no respect for (basic) scientists              | 7  |                                  |    |
| No community/collegiality/climate                           | 18 |                                  |    |
| Privileges traditional/mainstream                           | 4  |                                  |    |
| Poor space  | 15 |                                  |    |
| Undergrad scholarships/support                              | 2  |                                  |    |
| Isolated/hard to meet others                                | 13 |                                  |    |
| Decision-making not transparent                             | 6  |                                  |    |
| Violation of FP&P/ethics issues                             | 4  |                                  |    |
| Sexist/sexism   | 1  |                                  |    |
| Feels silenced/not heard                                    | 1  |                                  |    |
| Not valued  | 3  |                                  |    |
| Feel they "don't fit"                                       | 4  |                                  |    |
| Department (unspecific)                                     | 2  |                                  |    |

Table S4a. Outside Offers, Tenure-Track Faculty Only

| Outside offer resulted in adjustments to... |      |   |           |   |        |           |        |               |         |                                 |         |             |         |               |         |            |         |                                |         |  |         |                                  |         |           |         |           |  |  |
|---|------|---|-----------|---|--------|-----------|--------|---------------|---------|---------------------------------|---------|-------------|---------|---------------|---------|------------|---------|--------------------------------|---------|--|---------|----------------------------------|---------|-----------|---------|-----------|--|--|
|   |      | 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     |         |           |  |  |
|   | N    | % 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. | % Yes   | Std. Dev. |  |  |
| Total                                       | 1160 | 28.36%                                  | (45.09)   |   | 67.95% | (46.74)   | 7.81%  | (26.88)       | 12.84%  | (33.51)                         | 9.29%   | (29.07)     | 1.33%   | (11.47)       | 5.63%   | (23.08)    | 2.85%   | (16.66)                        | 25.08%  | (43.41)                                    | 3.81%   | (19.17)                          | 17.19%  | (3.78)    |         |           |  |  |
| Women                                       | 394  | 27.66%                                  | (44.79)   |   | 69.44% | (46.28)   | 9.43%  | (29.37)       | 15.24%  | (36.11)                         | 11.54%  | (32.10)     | 1.08%   | (10.37)       | 5.77%   | (23.43)    | 0.00%   | (0.00)                         | 20.59%  | (40.63)                                    | 5.10%   | (22.12)                          | 30.35%  | (46.40)   |         |           |  |  |
| Men   | 766  | 28.72%                                  | (45.28)   |   | 67.11% | (47.09)   | 7.01%  | (25.59)       | 11.31%  | (3.17)                          | 7.80%   | (2.69)      | 1.44%   | (1.20)        | 5.56%   | (2.30)     | 4.19%   | (20.07)                        | 26.82%  | (44.40)                                    | 3.23%   | (17.71)                          | 11.76%  | (32.34)   |         |           |  |  |
| Faculty of Color                            | 141  | 31.21%                                  | (46.50)   |   | 69.57% | (46.52)   | 10.87% | (31.47)       | 15.56%  | (36.65)                         | 11.11%  | (31.78)     | 0.00%   | (0.00)        | 8.89%   | (28.78)    | 0.00%   | (0.00)                         | 27.91%  | (45.39)                                    | 2.38%   | (15.43)                          | 11.11%  | (32.03)   |         |           |  |  |
| Majority Faculty                            | 1019 | 27.97%                                  | (44.91)   |   | 67.59% | (46.89)   | 7.30%  | (26.06)       | 12.10%  | (32.67)                         | 8.66%   | (28.18)     | 1.53%   | (12.28)       | 5.09%   | (22.02)    | 3.27%   | (17.82)                        | 24.37%  | (43.01)                                    | 4.03%   | (19.70)                          | 18.18%  | (38.69)   |         |           |  |  |
| Not US Citizen                              | 116  | 31.90%                                  | (46.81)   |   | 65.71% | (48.16)   | 6.06%  | (24.23)       | 6.06%   | (24.23)                         | 9.09%   | (29.19)     | 0.00%   | (0.00)        | 0.00%   | (0.00)     | 12.12%  | (33.14)                        | 18.75%  | (39.66)                                    | 8.82%   | (28.79)                          | 11.11%  | (32.34)   |         |           |  |  |
| US Citizen                                  | 1044 | 27.97%                                  | (44.91)   |   | 68.11% | (46.68)   | 8.01%  | (27.20)       | 13.31%  | (34.03)                         | 9.00%   | (28.66)     | 1.48%   | (12.10)       | 6.25%   | (24.25)    | 1.77%   | (13.20)                        | 25.52%  | (43.67)                                    | 3.20%   | (17.64)                          | 17.82%  | (38.38)   |         |           |  |  |
| Biological Science                          | 437  | 27.92%                                  | (44.91)   |   | 59.38% | (49.31)   | 2.59%  | (15.94)       | 15.32%  | (36.17)                         | 1.65%   | (12.80)     | 3.54%   | (18.56)       | 1.69%   | (12.96)    | 2.56%   | (15.87)                        | 20.49%  | (40.53)                                    | 0.86%   | (9.28)                           | 13.43%  | (34.36)   |         |           |  |  |
| Physical Science                            | 237  | 26.58%                                  | (44.27)   |   | 65.63% | (47.87)   | 4.76%  | (21.47)       | 6.45%   | (24.77)                         | 3.23%   | (17.81)     | 0.00%   | (0.00)        | 1.59%   | (12.60)    | 6.35%   | (24.58)                        | 34.92%  | (48.05)                                    | 1.59%   | (12.60)                          | 17.02%  | (37.99)   |         |           |  |  |
| Social Studies                              | 299  | 31.44%                                  | (46.50)   |   | 81.05% | (39.40)   | 11.83% | (32.47)       | 10.75%  | (31.15)                         | 20.43%  | (40.54)     | 0.00%   | (0.00)        | 2.17%   | (14.66)    | 2.17%   | (14.66)                        | 24.44%  | (43.22)                                    | 6.67%   | (25.08)                          | 24.53%  | (43.44)   |         |           |  |  |
| Arts & Humanities                           | 178  | 27.53%                                  | (44.79)   |   | 67.35% | (47.38)   | 16.67% | (37.66)       | 17.02%  | (37.99)                         | 13.04%  | (34.05)     | 0.00%   | (0.00)        | 27.66%  | (45.22)    | 0.00%   | (0.00)                         | 23.40%  | (42.80)                                    | 6.67%   | (25.23)                          | 12.00%  | (33.17)   |         |           |  |  |
| Science Department                          | 655  | 27.79%                                  | (44.83)   |   | 61.38% | (48.82)   | 3.41%  | (18.20)       | 12.57%  | (33.24)                         | 2.22%   | (14.78)     | 2.34%   | (15.16)       | 1.68%   | (12.87)    | 3.93%   | (19.49)                        | 25.68%  | (43.81)                                    | 1.13%   | (10.60)                          | 15.04%  | (35.91)   |         |           |  |  |
| Non-Science Department                      | 496  | 29.44%                                  | (45.62)   |   | 76.19% | (42.74)   | 13.19% | (33.96)       | 12.59%  | (33.29)                         | 17.61%  | (38.22)     | 0.00%   | (0.00)        | 10.64%  | (30.94)    | 1.45%   | (11.99)                        | 23.74%  | (42.70)                                    | 6.57%   | (24.87)                          | 20.25%  | (40.45)   |         |           |  |  |
| Untenured                                   | 230  | 16.52%                                  | (37.22)   | * | 51.28% | (50.64)   | *      | 13.16%        | (34.26) | 7.89%                           | (27.33) | 13.16%      | (34.26) | 0.00%         | (0.00)  | 10.81%     | (31.48) | 7.89%                          | (27.33) | 18.92%                                     | (39.71) | 2.70%                            | (16.44) | 20.00%    | (41.04) |           |  |  |
| Tenured                                     | 930  | 31.29%                                  | (46.39)   |   | 70.13% | (45.84)   |        | 7.09%         | (25.72) | 13.49%                          | (34.23) | 8.77%       | (28.38) | 1.50%         | (12.19) | 4.95%      | (21.72) | 2.16%                          | (14.56) | 25.87%                                     | (43.87) | 3.96%                            | (19.53) | 16.86%    | (37.55) |           |  |  |
| Multiple Appointments                       | 197  | 38.58%                                  | (48.80)   | * | 75.64% | (43.20)   |        | 6.67%         | (25.11) | 22.37%                          | (41.95) | *           | 11.84%  | (32.53)       | 0.00%   | (0.00)     | 5.33%   | (22.62)                        | 2.70%   | (16.33)                                    | 26.67%  | (44.52)                          | 1.37%   | (11.70)   | 23.08%  | (42.68)   |  |  |
| Single Appointment                          | 951  | 26.50%                                  | (44.16)   |   | 65.50% | (47.63)   |        | 8.16%         | (27.44) | 9.60%                           | (29.52) |             | 8.13%   | (27.39)       | 1.72%   | (13.02)    | 5.71%   | (23.26)                        | 2.89%   | (16.79)                                    | 24.29%  | (42.97)                          | 4.15%   | (19.98)   | 15.69%  | (36.49)   |  |  |
| Non-Mainstream Research                     | 689  | 27.43%                                  | (44.65)   |   | 69.11% | (46.33)   |        | 7.18%         | (25.89) | 10.38%                          | (30.59) | 7.18%       | (25.89) | 1.18%         | (10.85) | 6.59%      | (24.89) | 3.37%                          | (18.10) | 25.68%                                     | (43.81) | 3.89%                            | (19.39) | 20.59%    | (40.63) |           |  |  |
| Mainstream Research                         | 421  | 3.11%                                   | (46.35)   |   | 65.69% | (47.65)   |        | 8.46%         | (27.94) | 16.30%                          | (37.07) | 10.53%      | (30.81) | 1.63%         | (12.70) | 4.65%      | (21.14) | 1.55%                          | (12.40) | 24.43%                                     | (43.13) | 3.97%                            | (19.60) | 10.84%    | (31.28) |           |  |  |

\* Significant difference at  $p < .05$ .

**Table S5a. Other Adjustments to Outside Offers, Tenure-Track Faculty Only  
(Full Codebook)**

| <b>Position (Title) and Job Alterations</b> |   | <b>Non-promotion/Non-funding Benefits</b>  |   |
|---|---|--|---|
| Other Adjustments                           | N | Other Adjustments                          | N |
| Promotion to faculty                        | 1 | Workspace alteration                       | 1 |
| New position (in UW)                        | 1 | Better collaborative possibilities         | 1 |
| TA-ship                                     | 1 | Domestic partner benefits                  | 1 |
| Creation of faculty position                | 1 | Discussions of improved climate            | 1 |
| Endowed chair                               | 1 | Flexibility in hours                       | 1 |
| Change of grant                             | 1 | General resources                          | 1 |
| Teaching alteration                         | 1 | International exposure                     | 1 |
|   |   | Employment of valuable co-workers, personn | 2 |
| <b>Funds</b>                                |   | <b>Miscellaneous</b>                       |   |
| Other Adjustments                           | N | Other Adjustments                          | N |
| Research funds                              | 5 | Leaving/left the UW                        | 2 |
| Flexible funds                              | 6 | Question irrelevant to respondent          | 1 |
| Backup funds                                | 1 | Illegible                                  | 1 |
| Sabbatical funding                          | 1 | Received an informal offer                 | 1 |
| Funds (nonspecific)                         | 2 |  |   |

**Table S6a. Intention to Leave, Tenure-Track Faculty Only**

|                         | N    | How likely are you to<br>leave UW-Madison in<br>next 3 years? ** |           |   |
|-------------------------|------|--|-----------|---|
|                         |      | Mean   | Std. Dev. |   |
| Total                   | 1157 | 3.49   | (1.36)    |   |
| Women                   | 389  | 3.28   | (1.43)    | * |
| Men                     | 767  | 3.60   | (1.31)    |   |
| Faculty of Color        | 141  | 3.16   | (1.24)    | * |
| Majority Faculty        | 1015 | 3.53   | (1.37)    |   |
| Not US Citizen          | 115  | 3.40   | (1.31)    |   |
| US Citizen              | 1041 | 3.50   | (1.37)    |   |
| Biological Science      | 432  | 3.67   | (1.35)    | * |
| Physical Science        | 242  | 3.48   | (1.28)    |   |
| Social Studies          | 296  | 3.42   | (1.37)    |   |
| Arts & Humanities       | 177  | 3.18   | (1.45)    | * |
| Science Department      | 656  | 3.63   | (1.32)    | * |
| Non-Science Department  | 491  | 3.31   | (1.40)    |   |
| Untenured               | 228  | 3.37   | (1.26)    |   |
| Tenured                 | 929  | 3.52   | (1.39)    |   |
| Multiple Appointments   | 195  | 3.44   | (1.41)    |   |
| Single Appointment      | 949  | 3.50   | (1.36)    |   |
| Non-Mainstream Research | 696  | 3.39   | (1.37)    | * |
| Mainstream Research     | 413  | 3.64   | (1.31)    |   |

\* Significant difference at  $p < .05$ .

Table S7a. Considered Reasons to Leave, Tenure-Track Faculty Only

| Have you considered the following reasons to leave.... |      |                 |           |  |           |                |           |                                  |           |                         |           |                 |           |               |           |                              |           |  |           |                      |           |            |           |                      |           |        |           |        |        |        |        |        |        |        |        |      |        |
|--|------|-----------------|-----------|--|-----------|----------------|-----------|----------------------------------|-----------|-------------------------|-----------|-----------------|-----------|---------------|-----------|------------------------------|-----------|--|-----------|----------------------|-----------|------------|-----------|----------------------|-----------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|------|--------|
|  | N    | Increase salary |           | Improve prospects for tenure/promotion |           | Enhance career |           | More supportive work environment |           | Increased research time |           | Nonacademic job |           | Reduce stress |           | Address child-related issues |           | Improve employment situation of spouse/partner |           | Lower cost of living |           | Retirement |           | Adjust clinical load |           | Other  |           |        |        |        |        |        |        |        |        |      |        |
|  |      | Mean            | Std. Dev. | Mean                                   | Std. Dev. | Mean           | Std. Dev. | Mean                             | Std. Dev. | Mean                    | Std. Dev. | Mean            | Std. Dev. | Mean          | Std. Dev. | Mean                         | Std. Dev. | Mean   | Std. Dev. | Mean                 | Std. Dev. | Mean       | Std. Dev. | Mean                 | Std. Dev. | Mean   | Std. Dev. |        |        |        |        |        |        |        |        |      |        |
| Total  | 1157 | 2.09            | (0.78)    | 1.21                                   | (0.50)    | 2.05           | (0.74)    | 1.70                             | (0.80)    | 1.70                    | (0.77)    | 1.27            | (0.55)    | 1.61          | (0.74)    | 1.18                         | (0.46)    | 1.45   | (0.72)    | 1.14                 | (0.40)    | 1.42       | (0.70)    | 1.11                 | (0.36)    | 2.02   | (0.59)    |        |        |        |        |        |        |        |        |      |        |
| Women  | 389  | 2.07            | (0.79)    | 1.28                                   | (0.55)    | *              | 2.09      | (0.77)                           | 1.83      | (0.82)                  | *         | 1.75            | (0.78)    | 1.27          | (0.56)    | 1.80                         | (0.79)    | *  | 1.30      | (0.59)               | *         | 1.52       | (0.76)    | *                    | 1.09      | (0.32) | *         | 1.40   | (0.71) | 1.08   | (0.31) | 2.26   | (0.86) | *      |        |      |        |
| Men  | 767  | 2.11            | (0.77)    | 1.17                                   | (0.47)    |                | 2.03      | (0.73)                           | 1.64      | (0.78)                  |           | 1.67            | (0.76)    | 1.27          | (0.54)    | 1.51                         | (0.69)    |  | 1.12      | (0.37)               |           | 1.42       | (0.70)    |                      | 1.16      | (0.44) |           | 1.43   | (0.69) | 1.13   | (0.38) | 1.88   | (0.90) |        |        |      |        |
| Faculty of Color                                       | 141  | 2.21            | (0.72)    | 1.29                                   | (0.55)    |                | 2.22      | (0.75)                           | *         | 1.84                    | (0.84)    | *               | 1.76      | (0.81)        | 1.23      | (0.56)                       | 1.56      | (0.70)   |           | 1.21                 | (0.53)    |            | 1.45      | (0.73)               |           | 1.19   | (0.48)    |        | 1.32   | (0.60) | 1.12   | (0.41) | 2.25   | (0.87) |        |      |        |
| Majority Faculty                                       | 1015 | 2.08            | (0.78)    | 1.20                                   | (0.49)    |                | 2.02      | (0.74)                           |           | 1.69                    | (0.79)    |                 | 1.69      | (0.76)        | 1.27      | (0.55)                       | 1.62      | (0.74)   |           | 1.17                 | (0.45)    |            | 1.45      | (0.72)               |           | 1.13   | (0.39)    |        | 1.43   | (0.71) | 1.11   | (0.36) | 1.98   | (0.90) |        |      |        |
| Not US Citizen   | 115  | 2.08            | (0.82)    | 1.33                                   | (0.63)    |                | 2.08      | (0.75)                           |           | 1.76                    | (0.82)    |                 | 1.79      | (0.80)        | 1.12      | (0.41)                       | *         | 1.44   | (0.66)    | *                    | 1.21      | (0.53)     |           | 1.65                 | (0.81)    | *      | 1.06      | (0.27) | *      | 1.17   | (0.45) | *      | 1.02   | (0.13) | *      | 1.96 | (0.93) |
| US Citizen   | 1041 | 2.09            | (0.77)    | 1.19                                   | (0.48)    |                | 2.04      | (0.74)                           |           | 1.70                    | (0.79)    |                 | 1.69      | (0.77)        | 1.29      | (0.56)                       |           | 1.63   | (0.74)    |                      | 1.17      | (0.45)     |           | 1.43                 | (0.71)    |        | 1.15      | (0.42) |        | 1.44   | (0.71) | 1.12   | (0.38) | 2.02   | (0.90) |      |        |
| Biological Science                                     | 432  | 1.93            | (0.78)    | *                                      | 1.21      | (0.50)         | 2.00      | (0.74)                           | 1.64      | (0.77)                  | 1.56      | (0.70)          | *         | 1.29          | (0.54)    | 1.61                         | (0.72)    |  | 1.19      | (0.47)               |           | 1.36       | (0.64)    | *                    | 1.18      | (0.47) | *         | 1.42   | (0.69) | 1.25   | (0.51) | *      | 2.08   | (0.89) |        |      |        |
| Physical Science                                       | 242  | 2.00            | (0.77)    |  | 1.15      | (0.43)         | 2.11      | (0.75)                           | 1.68      | (0.80)                  | 1.63      | (0.76)          |           | 1.32          | (0.57)    | 1.62                         | (0.74)    | 1.13   | (0.38)    |                      | 1.44      | (0.69)     |           | 1.09                 | (0.30)    | *      | 1.34      | (0.65) | 1.00   | (0.00) | *      | 1.84   | (0.93) |        |        |      |        |
| Social Studies   | 296  | 2.20            | (0.78)    | *                                      | 1.27      | (0.56)         | 1.96      | (0.72)                           | *         | 1.63                    | (0.78)    | 1.73            | (0.79)    | 1.24          | (0.56)    | 1.56                         | (0.75)    | 1.19   | (0.48)    |                      | 1.46      | (0.74)     | 1.09      | (0.35)               | *         | 1.43   | (0.71)    | 1.01   | (0.08) | *      | 2.01   | (0.91) |        |        |        |      |        |
| Arts & Humanities                                      | 177  | 2.40            | (0.68)    | *                                      | 1.14      | (0.42)         | 2.20      | (0.76)                           | *         | 2.00                    | (0.84)    | *               | 2.04      | (0.80)        | *         | 1.22                         | (0.52)    | 1.69   | (0.75)    | 1.20                 | (0.54)    |            | 1.72      | (0.88)               | *         | 1.16   | (0.42)    |        | 1.51   | (0.78) | 1.02   | (0.13) | *      | 2.17   | (0.82) |      |        |
| Science Department                                     | 656  | 1.95            | (0.77)    | *                                      | 1.19      | (0.49)         | 2.04      | (0.75)                           | 1.66      | (0.78)                  | *         | 1.58            | (0.73)    | *             | 1.30      | (0.55)                       | 1.61      | (0.73)   | 1.16      | (0.43)               |           | 1.38       | (0.65)    | *                    | 1.15      | (0.43) |           | 1.40   | (0.68) | 1.17   | (0.45) | *      | 1.95   | (0.91) |        |      |        |
| Non-Science Department                                 | 491  | 2.27            | (0.75)    |  | 1.23      | (0.52)         | 2.04      | (0.74)                           | 1.76      | (0.82)                  | 1.84      | (0.80)          |           | 1.24          | (0.55)    | 1.61                         | (0.75)    | 1.20   | (0.51)    |                      | 1.55      | (0.79)     |           | 1.12                 | (0.37)    |        | 1.45      | (0.73) | 1.01   | (0.12) | 2.08   | (0.88) |        |        |        |      |        |
| Untenured  | 228  | 2.01            | (0.79)    |  | 1.49      | (0.65)         | *         | 1.92                             | (0.77)    | *                       | 1.62      | (0.78)          | 1.63      | (0.77)        | 1.36      | (0.60)                       | *         | 1.68   | (0.76)    | 1.35                 | (0.62)    | *          | 1.56      | (0.78)               | *         | 1.12   | (0.38)    |        | 1.09   | (0.35) | *      | 1.07   | (0.26) | 2.20   | (0.83) |      |        |
| Tenured  | 929  | 2.12            | (0.78)    |  | 1.06      | (0.32)         | 2.08      | (0.73)                           | 1.73      | (0.80)                  | 1.71      | (0.77)          | 1.25      | (0.53)        | 1.59      | (0.73)                       | 1.13      | (0.39)   |           | 1.43                 | (0.70)    |            | 1.14      | (0.41)               |           | 1.50   | (0.74)    | 1.12   | (0.38) | 1.97   | (0.91) |        |        |        |        |      |        |
| Multiple Appointments                                  | 195  | 2.07            | (0.79)    |  | 1.09      | (0.32)         | *         | 2.08                             | (0.76)    | 1.66                    | (0.81)    | 1.67            | (0.77)    | 1.29          | (0.58)    | 1.67                         | (0.75)    | 1.18   | (0.50)    |                      | 1.42      | (0.70)     |           | 1.16                 | (0.45)    |        | 1.55      | (0.76) | *      | 1.10   | (0.36) | 2.32   | (0.88) | *      |        |      |        |
| Single Appointment                                     | 949  | 2.09            | (0.78)    |  | 1.23      | (0.52)         | 2.03      | (0.74)                           | 1.71      | (0.80)                  | 1.70      | (0.77)          | 1.26      | (0.54)        | 1.60      | (0.73)                       | 1.18      | (0.46)   |           | 1.46                 | (0.72)    |            | 1.13      | (0.39)               |           | 1.39   | (0.68)    |        | 1.11   | (0.36) | 1.97   | (0.90) |        |        |        |      |        |
| Non-Mainstream Research                                | 696  | 2.07            | (0.78)    |  | 1.23      | (0.51)         | 2.08      | (0.73)                           | 1.80      | (0.81)                  | *         | 1.76            | (0.80)    | *             | 1.30      | (0.56)                       | 1.65      | (0.75)   | 1.18      | (0.46)               |           | 1.47       | (0.73)    |                      | 1.12      | (0.39) |           | 1.39   | (0.69) | 1.13   | (0.40) | *      | 2.04   | (0.88) |        |      |        |
| Mainstream Research                                    | 413  | 2.13            | (0.78)    |  | 1.16      | (0.47)         | 1.99      | (0.76)                           | 1.56      | (0.76)                  | 1.60      | (0.71)          | 1.24      | (0.53)        | 1.56      | (0.71)                       | 1.16      | (0.46)   |           | 1.45                 | (0.71)    |            | 1.16      | (0.43)               |           | 1.44   | (0.70)    | 1.07   | (0.27) | *      | 1.99   | (0.93) |        |        |        |      |        |

\* Significant difference at  $p < .05$ .

**Table S8a. Other Reasons to Leave UW-Madison, Tenure-Track Faculty Only  
(Full Codebook)**

| <b>Benefits</b>  |    | <b>Miscellaneous</b>                                      |   |
|--|----|---|---|
| Other Reasons to Leave   | N  | Other Reasons to Leave                                    | N |
| "Obamacare"  | 1  | Not applicable to the question                            | 3 |
| Taxes  | 1  | Warmer climate, climate (nonspecific)                     | 2 |
| Health insurance that includes fertility treatment   | 1  | Refuse to divulge for fear of retribution                 | 1 |
| <b>Personal and Family</b>   |    | <b>Research-Specific Concerns</b>                         |   |
| Other Reasons to Leave   | N  | Other Reasons to Leave                                    | N |
| Closer to family   | 22 | Quality of research population (subjects)                 | 1 |
| Relocating for/to be with partner/spouse, specifically   | 5  | Better research equipment                                 | 1 |
| Returning to home country  | 1  | Research funds, costs                                     | 5 |
| Health issue   | 1  | Find department that values research                      | 1 |
| To have another child  | 1  | Improve or increase research opportunities and range      | 2 |
| Personal happiness   | 1  | Access to scientific technology                           | 1 |
| General personal or family reasons   | 1  | <b>Student Issues</b>                                     |   |
| Homesickness   | 1  | Other Reasons to Leave                                    | N |
| Closer to social network   | 1  | Quality of students                                       | 5 |
| College benefit for children   | 1  | Interdisciplinarity, backgrounds of students              | 1 |
| Balance  | 1  | Student support, funding, scholarships                    | 4 |
| <b>Institutional and Departmental Issues</b>   |    | Attracting best graduate students                         | 1 |
| Other Reasons to Leave   | N  | <b>Career and Advancement</b>                             |   |
| Quality of, relationships with leadership and administrators   | 4  | Other Reasons to Leave                                    | N |
| Relationships with other companies/partners (e.g., EPIC)   | 1  | Salary and salary process                                 | 4 |
| Uncertainty of UW's future   | 1  | Adjustments to administrative load, burdens               | 3 |
| Institutional or departmental rank, prestige, quality  | 4  | Adjustments to teaching load                              | 2 |
| Quality of, relationships with colleagues  | 2  | To reach leadership position (e.g., chair, administrator) | 7 |
| Availability of colleagues/departments in same field, same/similar interests; intellectual community | 9  | If not granted tenure                                     | 1 |
| Diversity  | 4  | To meet lifelong, personal goal(s)                        | 1 |
| Move to private institution with more responsiveness and control                                     | 1  | To be promoted, advancement (e.g., Full Rank)             | 2 |
| Bureaucracy  | 1  | Recognition   | 2 |
| Global vision  | 1  | May be recruited elsewhere                                | 1 |
| Administrative or program support  | 2  | Outreach opportunities                                    | 1 |
| <b>Local Characteristics</b>   |    | Reduced or more flexible working hours                    | 1 |
| Other Reasons to Leave   | N  | To develop a business                                     | 1 |
| Geographic location  | 4  | Failures or successes                                     | 1 |
| Weather  | 10 | Need change, challenge                                    | 2 |
| Better local schools   | 1  | Leaving academia  | 1 |
| Change of scenery, locations   | 3  | Feel trapped, no chance for advancement                   | 1 |
| More satisfying location   | 1  | <b>Teaching-Specific Concerns</b>                         |   |
| Better parking   | 1  | Other Reasons to Leave                                    | N |
| Travel time and costs  | 1  | Teach in area(s) of specialty                             | 1 |
| City size  | 2  | Teaching research opportunities                           | 1 |
| <b>Climate</b>   |    | Improve or increase range of teaching opportunities       | 1 |
| Other Reasons to Leave   | N  |   |   |
| Climate for non-heterosexual faculty   | 1  |   |   |
| Collaborative work environment, opportunities for collaboration                                      | 4  |   |   |
| Need more support  | 3  |   |   |
| Want to feel needed, valued, respected, heard  | 6  |   |   |
| More interdisciplinary recognition   | 1  |   |   |
| More favorable physical environment  | 1  |   |   |
| General work, academic environment   | 2  |   |   |

**Table S9a. Reasons for Staying at UW-Madison, Tenure-Track Faculty Only  
(Full Codebook)**

| <b>Financial and Resource Factors</b>   |    | <b>Personal Factors</b>  |    |
|---|----|--|----|
| Reasons to Stay   | N  | Reasons to Stay  | N  |
| Facilities/Equipment/Resources/Support (nonspecific)                                  | 19 | Family (general)   | 96 |
| Satisfactory counter-offer/matching/retention package or funds                        | 7  | Spouse's/partner's job; dual-career family   | 30 |
| Salary  | 4  | Friends, social network  | 13 |
| Benefits (nonspecific)  | 5  | Kids in school/do not want to uproot family  | 14 |
| Healthcare benefits   | 3  | Age  | 2  |
| Retirement benefits   | 11 | Personal (general)   | 3  |
| Internal grants programs/intramural funds   | 2  | Have balance   | 1  |
| Library resources   | 4  | Religious congregation   | 1  |
| Support for the Humanities  | 1  | Life appreciations   | 1  |
| <b>Exogenous/Market Factors</b>   |    | <b>Negative Comments</b>   |    |
| Reasons to Stay   | N  | Reasons to Stay  | N  |
| No attractive outside offers/poor prospects in my field or specialty                  | 4  | Plans on/considered/ing leaving/have left  | 8  |
| Real estate   | 1  | Dislike cost of living, taxes  | 1  |
| Weak economy, general job market (nonspecific)  | 8  | Less and less  | 2  |
| Expense of moving   | 1  | Poor child care options  | 1  |
|   |    | People are underpaid, inadequate benefits  | 6  |
|   |    | Feel stuck, trapped  | 10 |
|   |    | My colleagues are politically divided  | 1  |
|   |    | My research is disconnected with my colleagues   | 1  |
|   |    | Feel the University treats many of its faculty as market commodities   | 1  |
|   |    | Recent decline in institution or department, some shortcomings   | 4  |
|   |    | Less likely to be rewarded because unlikely to leave, could improve salary by seeking outside offers   | 3  |
|   |    | Will leave only if leadership is unwilling, or unable, to address challenges facing the department/university  | 1  |
|   |    | Split campus   | 1  |
|   |    | "Appallingly low tenure standards"   | 1  |
|   |    | Hope chair will leave soon   | 1  |
|   |    | Have had offers elsewhere, have left and returned  | 5  |
|   |    | Athletic Department is out of control, financially and power-wise  | 1  |
|   |    | no unrestricted funds are available for people bringing lots of grant dollars, very weird system; the dept. doesn't get any credit if we increase enrollment or if we get lots of grants, overhead allocation is a disaster!!! | 1  |
|   |    | My research is not transferable  | 2  |
|   |    | Need to explain contract details to newcomers  | 1  |
|   |    | Critical of city administrators  | 1  |
|   |    | None, no reason  | 4  |
| <b>Institutional Factors</b>  |    | <b>Research-specific Factors</b>   |    |
| Reasons to Stay   | N  | Reasons to Stay  | N  |
| Quality, characteristics of university, campus  | 52 | Research resources, support, infrastructure, facilities  | 23 |
| College/university leadership or administrators                                       | 8  |  |    |
| Institutional prestige, reputation, rank, rating                                      | 27 |  |    |
| Centers/programs on campus  | 3  |  |    |
| Faculty governance, decision making processes   | 11 |  |    |
| Availability of intellectual community, campus community                              | 3  |  |    |
| Campus cultural or activity offerings (e.g., arts, not institutional culture/climate) | 3  |  |    |
| Institutional loyalty, institutional pride  | 10 |  |    |
| WARF, Alumni support  | 4  |  |    |
| Institutional values, institutional mission, Wisconsin Idea                           | 14 |  |    |
| Commitment to enhancing or improving institution (not department specific)            | 1  |  |    |
| Memorial Union Terrace  | 2  |  |    |
| <b>Department, Division, or School/College Factors</b>                                |    | <b>Research-specific Factors</b>   |    |
| Reasons to Stay   | N  | Reasons to Stay  | N  |
| Colleagues/Collaborators (department specific)  | 11 | Research resources, support, infrastructure, facilities  | 23 |
| Environment/climate/environment/atmosphere/culture (department specific)              | 16 |  |    |
| Quality, characteristics of department  | 16 |  |    |
| Departmental staff (non-faculty)  | 1  |  |    |

|  |    |  |    |
|--|----|--|----|
| Department chair or leadership   | 8  | Investment in research program/research or program in progress                     | 7  |
| Mentoring  | 1  | Research opportunities   | 17 |
| Loyalty to department/colleagues, commitment to enhancing department/program | 14 | Research environment or culture (research specific)                                | 25 |
| Department resources (department specific)                                   | 1  | Commitment to research quality, creativity, excellence (institutional or personal) | 10 |
| Departmental or program prestige, reputation, rank, rating                   | 6  | Collaborative and/or interdisciplinary opportunities, traditions                   | 27 |

#### Climate and Interpersonal Interactions

|   |     |
|---|-----|
| Reasons to Stay   | N   |
| General institutional climate, environment, culture                                 | 34  |
| Happy here, comfortable, it's great, love it; good/great place to work              | 39  |
| Familiarity   | 1   |
| Feel appreciated/supported/needed/valued/respected; environment has these qualities | 46  |
| Colleagues/Collaborators (general or outside their departments, faculty and staff)  | 135 |
| Academic/intellectual environment   | 26  |
| Support of women faculty  | 1   |
| Good colleagues outside UW-Madison  | 1   |

#### Career, Job-related Issues; Advancement

|  |    |
|--|----|
| Reasons to Stay  | N  |
| Career opportunities, promotion  | 10 |
| Enjoy job, work  | 17 |
| Established in career, here a long time  | 9  |
| Leadership/administrative opportunities  | 3  |
| Autonomy, academic freedom, flexibility  | 18 |
| Intellectual goals/purpose; potential for future success, impact, or growth; rewarding | 11 |
| Working toward or prospects toward tenure; have tenure                                 | 14 |
| Service opportunities  | 1  |
| Inertia  | 13 |
| Proximity to retirement  | 7  |
| Past successes   | 5  |
| Need to show evidence of productivity  | 1  |
| Job stability  | 6  |
| Reasonable workload  | 1  |
| Too busy to look elsewhere   | 1  |

#### Local Characteristics

|   |     |
|---|-----|
| Reasons to Stay                                     | N   |
| City of Madison/State of Wisconsin                  | 201 |
| Quality of life, standard of living, lifestyle      | 41  |
| "Roots" in area, community                          | 3   |
| Location/area/region (nonspecific)                  | 9   |
| Community culture/climate, community en             | 29  |
| Public Schools                                      | 19  |
| Local political/social environment                  | 6   |
| Biotech industry                                    | 1   |
| Quality health care                                 | 2   |
| Cost of living                                      | 8   |
| Weather   | 2   |
| Local environmental values                          | 1   |
| Sports facilities, sports teams, outdoor activities | 4   |
| Lakes, geography, local characteristics             | 3   |

#### Teaching-specific Factors

|  |    |
|--|----|
| Reasons to Stay  | N  |
| Teaching innovations   | 1  |
| Teaching undergraduates  | 2  |
| Teaching opportunities   | 13 |
| Commitment to teaching, teaching mission (individual or institutional) | 4  |
| Teaching environment (teaching specific)                               | 4  |
| Low or reasonable teaching load  | 3  |
| Extension/education opportunities                                      | 1  |

#### Student-specific Factors

|   |    |
|---|----|
| Reasons to Stay   | N  |
| Quality of, working with students                                       | 69 |
| Do not want to interrupt student progress, loyalty to graduate students | 7  |
| Student resistance  | 1  |
| Support for graduate students   | 1  |

#### Other/Miscellaneous Factors

|                                       |   |
|---------------------------------------|---|
| Reasons to Stay                       | N |
| Don't want to move                    | 1 |
| Hope for a better future              | 1 |
| Improvement of past problems          | 4 |
| Not applicable                        | 1 |
| Illegible                             | 5 |
| Just started                          | 2 |
| Should survey those who have left     | 1 |
| Referred to other areas of the survey | 1 |
| Knowledge                             | 1 |
| Effectiveness                         | 1 |



**Table S10a. Reasons for Considering Leaving UW-Madison, Tenure-Track Faculty Only (Full Codebook)**

| Salary, Title, and Benefits Factors  |     |
|--|-----|
| Reasons to Consider Leaving  | N   |
| Salary (general)   | 152 |
| Salaries are not competitive/<br>comparable to outside institutions  | 18  |
| Salaries inequitable (nonspecific)   | 3   |
| Salaries inequitable (within<br>department)  | 5   |
| Salaries inequitable (inter-department)  | 1   |
| Salaries inequitable (gender)  | 2   |
| Salaries, titles inequitable (experience,<br>abilities, productivity, expectations)                                  | 24  |
| Equity pay system, perceived efficacy  | 8   |
| Salaries raised only in response to<br>outside offer   | 18  |
| Salary raises are low, inadequate  | 19  |
| Furloughs, salary cuts, declining salary   | 20  |
| Not paid in the summer, paid leave time  | 2   |
| Benefits (general)   | 3   |
| Benefits ("perks", e.g., parking,<br>healthclub/recreation, tuition<br>remission/reduction)                          | 8   |
| <b>Other Resource Factors</b>  |     |
| Reasons to Consider Leaving  | N   |
| Resources/support/funding/money<br>(non-specific)  | 42  |
| Budget   | 10  |
| Space/facilities   | 11  |
| Library  | 2   |
| Start-up package   | 5   |
| Overhead allocation system;<br>increasing overhead costs   | 2   |
| Inequitable resource<br>distribution/financial position  | 4   |
| Inadequate support for the specialized<br>areas (Arts and Humanities,<br>computing clusters, Biological<br>Sciences) | 9   |
| Extension support  | 4   |
| Unable to compete externally without<br>internal resource support  | 1   |
| <b>Institutional Factors</b>   |     |
| Reasons to Consider Leaving  | N   |
| Relationship with state government;<br>public support or perceptions   | 21  |
| Administration/leadership, leadership<br>decisions, administrative policies and<br>actions                           | 31  |
| Institutional flexibility/adaptability;<br>regulations/compliance/accountability/<br>clerical work; bureaucracy      | 26  |
| Administrative support, infrastructure   | 7   |
| Institutional prestige, reputation, rank,<br>quality   | 12  |
| Institutional mission, values,<br>ambitions, direction   | 13  |

| Local Characteristics  |    |
|--|----|
| Reasons to Consider Leaving  | N  |
| In Madison/State of WI   | 15 |
| Location, geography,<br>geology/environment (e.g., mountains)  | 15 |
| Weather  | 31 |
| Lack of diversity locally or in state,<br>demographics   | 5  |
| Property taxes, housing costs, cost of living  | 5  |
| City/local cultural, leisure, other activities   | 6  |
| Transportation: Airport, ease of travel, rail-<br>based transportation                                 | 5  |
| Limited science/high-tech industry   | 1  |
| Childcare availability, quality  | 3  |
| Local government/leadership  | 1  |
| <b>Personal Factors</b>  |    |
| Reasons to Consider Leaving  | N  |
| Family or personal (general)   | 19 |
| Spouse/partner career opportunity; dual-<br>career factors   | 28 |
| Spouse/partner dissatisfied  | 5  |
| Proximity to family, spouse/partner  | 21 |
| Proximity to friends/social network  | 2  |
| Health, family health issues   | 2  |
| Age  | 1  |
| Work-life balance  | 7  |
| Return to home country   | 1  |
| Lifestyle/quality of life  | 2  |
| Kids finished/ing school   | 1  |
| To live a more contemplative life  | 1  |
| <b>Research-Specific Factors</b>   |    |
| Reasons to Consider Leaving  | N  |
| Ability for my health related work to<br>translate into action   | 1  |
| Research opportunities, (in)ability to do<br>own/desired research, research fit                        | 14 |
| Research support not flexible  | 4  |
| Research support, infrastructure, funding,<br>facilities, technologies, environment<br>(general)       | 38 |
| Research too expensive   | 2  |
| Quality of, commitment to research   | 4  |
| Support for research travel, conference<br>presentations   | 5  |
| Collaborative or interdisciplinary<br>opportunities/support, availability of<br>research collaborators | 21 |

|   |    |  |    |
|---|----|--|----|
| Loyalty not valued, good citizenship not rewarded   | 5  | Insufficient time for research                                   | 19 |
| Spousal hire program, perceived effectiveness   | 1  | Access to better clinical/research samples                       | 1  |
| Cluster hire program, perceived effectiveness   | 1  | Research and grants administration, interference with research   | 11 |
| Institutional policies toward LGBT faculty members  | 2  | Increase research effectiveness                                  | 1  |
| Parental leave support, policies  | 4  |  |    |
| Lack of support for families with children with special needs   | 2  |  |    |
| Support for early child care  | 1  |  |    |
| Construction on campus buildings & grounds; split campus  | 2  |  |    |
| No Department of Developmental Biology  | 1  |  |    |
| Institutional insularity  | 1  |  |    |
| <b>Departmental, School/College, or Divisional Factors</b>  |    | <b>Teaching-specific Factors</b>                                 |    |
| Reasons to Consider Leaving   | N  | Reasons to Consider Leaving                                      | N  |
| Department or program, school or college, division (general)  | 9  | Teaching load/responsibilities; teaching buyout                  | 20 |
| Climate (department or division specific)   | 13 | Difficulty in expanding introductory (100-200 level) courses     | 14 |
| Departmental mission, vision, direction, values, priorities   | 3  | Support for teaching, teaching innovation, technical support     | 4  |
| Departmental prestige, reputation, rank, standing, quality  | 6  | Forced to teach out of field, not teaching areas of interest     | 12 |
| Leadership or administrators, administrative policies or actions  | 27 | Teaching opportunities, time to teach                            | 1  |
| Administrative support or support staff, college or department level  | 7  | Perceived lack of commitment to teaching, teaching effectiveness | 1  |
| Departmental or division colleagues; quality of, relationships and interactions with  | 13 | Teaching not valued  | 4  |
| Unsatisfied, feel unappreciated/disrespected/unsupported/not valued/unrewarded/unrecognized/no voice/no departmental fit, insufficient collegiality | 31 |  |    |
| Support for career development, professional support and continued professional education   | 6  | <b>Clinical Practice Factors</b>                                 |    |
| Departmental resources, financial climate   | 9  | Reasons to Consider Leaving                                      | N  |
| Distribution of teaching load, "housekeeping" tasks   | 2  | Clinical department or program                                   | 2  |
| Merit review process, perceived fairness or effectiveness   | 2  | Clinical opportunities   | 2  |
| High turnover, losing staff, poor retention, declining faculty numbers, understaffed, faculty recruitment   | 10 | Clinical service load  | 1  |
| Faculty to student ratio, number of students, advising loads  | 5  | Physician scientist concerns                                     | 2  |
| Lack of a degree program, no graduate students/dissertators, unsustainable graduate program   | 3  | Clinical support   | 1  |
| <b>Career, Advancement, Job-specific Factors</b>  |    | Changes in health care delivery, frustrations                    | 2  |
| Reasons to Consider Leaving   | N  | Clinical partnerships  | 1  |
|   |    | EPIC software  | 1  |
|   |    |  |    |
|   |    | <b>Other/Miscellaneous</b>                                       |    |
|   |    | Reasons to Consider Leaving                                      | N  |
|   |    | Better climate (nonspecific)                                     | 4  |
|   |    | None, no reason, do not want to leave                            | 19 |
|   |    | Positive comments, improvement of past problems                  | 3  |

|  |           |  |    |
|--|-----------|--|----|
| Tenure and promotion process, did not or will not receive; Expectations or standards for tenure, application | 23        | Desire to leave, considering leaving, wish had left when tenured   | 6  |
| Demands/workload/hours   | 22        | Just started   | 1  |
| Pressure to generate revenue, publications; expectations in these areas                                      | 11        | Offered or sought position elsewhere (formal or informal)          | 10 |
| Service load/burden  | 10        | Would consider a 9-month position                                  | 1  |
| Administrative load/burden   | 19        | Avoid ESR.   | 1  |
| Joint/split appointment factors  | 2         | Not possible to leave  | 1  |
| Skills/expertise/specialty not utilized  | 4         | My employing agency may force removal from UW service              | 1  |
| Retirement, proximity to retirement  | 11        | Refuse to divulge primary reason for fear of retribution           | 1  |
| <b>Want a change/new opportunities/challenge/growth; advancement opportunities</b>                           | <b>61</b> | Only a small list of universities                                  | 1  |
| No perceived advancement, visibility opportunities; future opportunities diminishing                         | 7         | Referred to other areas of the survey (e.g., entire previous page) | 3  |
| Stress levels, burnout   | 12        | Surveys like this are ignored                                      | 1  |
| Greater autonomy   | 2         | Questions/issues with survey question wording                      | 1  |
| Support for long-term academic initiatives   | 1         |  |    |
| Impediments to my work   | 1         |  |    |

#### **Climate**

|  |          |
|--|----------|
| <b>Reasons to Consider Leaving</b>   | <b>N</b> |
| Institutional climate, general   | 16       |
| Institutional climate, gender  | 5        |
| Institutional climate, racial and ethnic minorities  | 4        |
| Institutional climate for LGBT community   | 1        |
| Disciplinary climate   | 1        |
| No culture of assessing performance or behavior, no culture of improvement or excellence   | 5        |
| Definition of success becoming too narrow  | 1        |
| Unsatisfied, feel unappreciated/disrespected/unsupported/not valued/unrewarded/unrecognized/isolated/no voice; insufficient collegiality | 41       |
| Lack of diversity/diversity issues   | 9        |
| Faculty diversity  | 3        |
| Diversity of worldviews, ideologies  | 1        |
| Faculty and staff not from WI not treated well; provincialism  | 4        |
| Morale problems  | 3        |
| Lack of intellectual community, peers in area; intellectual/academic environment   | 7        |
| Lack of social community, social relationships in institution  | 4        |
| Colleagues, quality of or relationships and interactions with (general, or non-department specific); lack of                             | 12       |
| "Star" culture alienates and diminishes contributions of other faculty   | 2        |
| Insufficient internationalization  | 1        |
| Academic staff second class citizens   | 1        |

**Table S11a. Satisfaction With Resources, Tenure-Track 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                   | 1167 | 3.42                                     | (1.33)    | 3.45                     | (1.20)    | 3.61                          | (1.09)    | 3.33   | (1.18)    |
| Women                   | 396  | 3.32                                     | (1.38)    | 3.39                     | (1.21)    | 2.97                          | (1.22) *  | 3.23   | (1.16)    |
| Men                     | 770  | 3.47                                     | (1.30)    | 3.48                     | (1.20)    | 3.82                          | (0.97)    | 3.38   | (1.19)    |
| Faculty of Color        | 142  | 3.35                                     | (1.34)    | 3.57                     | (1.18)    | 3.11                          | (1.02) *  | 3.25   | (1.31)    |
| Majority Faculty        | 1024 | 3.43                                     | (1.33)    | 3.43                     | (1.21)    | 3.69                          | (1.09)    | 3.34   | (1.16)    |
| Not US Citizen          | 118  | 3.50                                     | (1.27)    | 3.47                     | (1.20)    | 3.20                          | (1.10)    | 3.39   | (0.87)    |
| US Citizen              | 1048 | 3.41                                     | (1.34)    | 3.45                     | (1.20)    | 3.63                          | (1.09)    | 3.32   | (1.21)    |
| Biological Science      | 437  | 3.44                                     | (1.32)    | 3.44                     | (1.25)    | 3.66                          | (1.10)    | 3.33   | (1.18)    |
| Physical Science        | 241  | 3.31                                     | (1.30)    | 3.28                     | (1.19) *  | 3.80                          | (0.84)    | 3.45   | (1.15)    |
| Social Studies          | 300  | 3.61                                     | (1.28) *  | 3.72                     | (1.10) *  | 3.09                          | (1.14)    | 3.39   | (1.14)    |
| Arts & Humanities       | 179  | 3.25                                     | (1.42)    | 3.23                     | (1.21) *  | 3.20                          | (0.84)    | 3.10   | (1.24) *  |
| Science Department      | 659  | 3.39                                     | (1.31)    | 3.39                     | (1.23) *  | 3.68                          | (1.09) *  | 3.37   | (1.18)    |
| Non-Science Department  | 498  | 3.48                                     | (1.34)    | 3.53                     | (1.17)    | 3.12                          | (0.99)    | 3.28   | (1.18)    |
| Untenured               | 231  | 3.76                                     | (1.17) *  | 3.64                     | (1.13) *  | 3.50                          | (0.96)    | 3.57   | (1.02) *  |
| Tenured                 | 936  | 3.33                                     | (1.35)    | 3.40                     | (1.22)    | 3.64                          | (1.12)    | 3.26   | (1.21)    |
| Multiple Appointments   | 200  | 3.56                                     | (1.28)    | 3.60                     | (1.16)    | 3.71                          | (1.20)    | 3.41   | (1.16)    |
| Single Appointment      | 954  | 3.40                                     | (1.34)    | 3.42                     | (1.21)    | 3.59                          | (1.08)    | 3.32   | (1.19)    |
| Non-Mainstream Research | 700  | 3.31                                     | (1.34) *  | 3.38                     | (1.20) *  | 3.48                          | (1.14)    | 3.20   | (1.19) *  |
| Mainstream Research     | 423  | 3.60                                     | (1.29)    | 3.55                     | (1.20)    | 3.86                          | (0.98)    | 3.52   | (1.17)    |

\* Significant difference at  $p < .05$ .

**Table S12a. Satisfaction With Salary, Tenure-Track Faculty Only**

|                         | N    | How satisfied are you<br>with your salary? |           |
|-------------------------|------|--|-----------|
|                         |      | Mean                                       | Std. Dev. |
| Total                   | 1175 | 2.81                                       | (1.37)    |
| Women                   | 396  | 2.71                                       | (1.38)    |
| Men                     | 778  | 2.86                                       | (1.36)    |
| Faculty of Color        | 144  | 2.46                                       | (1.19) *  |
| Majority Faculty        | 1030 | 2.86                                       | (1.39)    |
| Not US Citizen          | 117  | 2.80                                       | (1.40)    |
| US Citizen              | 1057 | 2.81                                       | (1.37)    |
| Biological Science      | 439  | 3.09                                       | (1.36) *  |
| Physical Science        | 243  | 2.78                                       | (1.30)    |
| Social Studies          | 303  | 2.79                                       | (1.41)    |
| Arts & Humanities       | 180  | 2.29                                       | (1.26) *  |
| Science Department      | 663  | 3.00                                       | (1.35) *  |
| Non-Science Department  | 502  | 2.59                                       | (1.36)    |
| Untenured               | 232  | 2.97                                       | (1.29) *  |
| Tenured                 | 943  | 2.77                                       | (1.39)    |
| Multiple Appointments   | 199  | 2.91                                       | (1.38)    |
| Single Appointment      | 963  | 2.80                                       | (1.37)    |
| Non-Mainstream Research | 703  | 2.75                                       | (1.34)    |
| Mainstream Research     | 422  | 2.91                                       | (1.41)    |

\* Significant difference at  $p < .05$ .

## **Section 5: Appendices**

## **Section 5: Appendices**

### **Appendix 1: Survey Instrument**



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

For the following questions, your “**department**” is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a Center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your 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 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"/> |

4. 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"/> |

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<br>unsupportive  | Somewhat<br>unsupportive | Neither<br>unsupportive<br>nor supportive | Somewhat<br>supportive | Very<br>supportive    | Not<br>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: _____  | %           |
| <b>TOTAL</b>   | <b>100%</b> |

**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.

## **Section 5: Appendices**

### **Appendix 2: List of Departments**



**Appendix 2. Departmental Division Designations, 2010**

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

**Appendix 2. Departmental Division Designations, 2010**

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

**Appendix 2. Departmental Division Designations, 2010**

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

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## **Section 5: Appendices**

### **Appendix 3: Variable Definitions**

### Appendix 3: Variable Definitions

| Variable            | Source   | Values                 | Definition   | TT/C*<br>Survey |
|---------------------|--|------------------------|--|-----------------|
| Gender              | Self-report, survey item 43  | Women                  | ‘1’ if Female  | TT & C          |
|                     |  | Men                    | ‘0’ if Male  |                 |
| Race/Ethnicity      | Self-report, survey items 44, 45, 47                               | Faculty of Color       | ‘1’ if Hispanic or Latino, African American or Black, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, AND if US Citizen (see below) | TT & C          |
|                     |  | Majority Faculty       | ‘0’ if Not Hispanic or Latino AND Caucasian or White, OR if Not US Citizen (see below)   |                 |
| Citizenship Status  | Self-report, survey item 47  | Not US Citizen         | ‘1’ if US Permanent Resident or Non-Resident Alien   | TT & C          |
|                     |  | US Citizen             | ‘0’ if US Citizen  |                 |
| Division (Dept)     | Self-report, survey item 49. If missing, Major Department is used. | Biological Science     | ‘1’ if in Biological Science Department (Appendix 2)   | TT & C          |
|                     |  | Physical Science       | ‘1’ if in Physical Science Department (Appendix 2)   |                 |
|                     |  | Social Studies         | ‘1’ if in Social Studies Department (Appendix 2)   |                 |
|                     |  | Arts & Humanities      | ‘1’ if in Arts & Humanities Department (Appendix 2)  |                 |
| Science/Non-Science | Created from Division (Dept) variable above                        | Science Department     | ‘1’ if in Biological or Physical Science Department (Appendix 2)   | TT              |
|                     |  | Non-Science Department | ‘0’ if in Social Studies or Arts & Humanities Department (Appendix 2)  |                 |
| Tenure Status       | Self-report, survey item 48. If missing, Current Title is used.    | Untenured              | ‘1’ if Assistant Professor   | TT              |
|                     |  | Tenured                | ‘0’ if Associate Professor or Professor (Full)   |                 |

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

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