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

# Results from the 2012
## *Study of Faculty Worklife at UW-Madison*
### CHS and Clinical Faculty

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**WISCONSIN**
UNIVERSITY OF WISCONSIN-MADISON

**Study of Faculty Worklife at the University of Wisconsin-Madison 2012**

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.

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

**1b.** Was this after January 1, 2010?
○ Yes    ○ No ⟶ Go to question 3

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

**DEPARTMENTAL CLIMATE** – We would like to know about your interactions with others in your work environment.

| 3. Thinking about interactions with colleagues and others in your department, how often... | Never | Rarely | Sometimes | Often | Very often | NA |
|---|---|---|---|---|---|---|
| a. ...are you treated with respect by colleagues? | ○ | ○ | ○ | ○ | ○ | ☐ |
| b. ...are you treated with respect by students? | ○ | ○ | ○ | ○ | ○ | ☐ |
| c. ...are you treated with respect by staff? | ○ | ○ | ○ | ○ | ○ | ☐ |
| d. ...are you treated with respect by your department chair? | ○ | ○ | ○ | ○ | ○ | ☐ |
| e. ...do you feel excluded from an informal network in your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| f. ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service? | ○ | ○ | ○ | ○ | ○ | ☐ |
| g. ...do you do work that is not formally recognized by your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| h. ...do you feel isolated in your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| i. ...do you feel isolated on the UW campus overall? | ○ | ○ | ○ | ○ | ○ | ☐ |

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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 to 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, four waves of this study have been implemented, in 2003, 2006, 2010, 2012.  In each wave, all tenured and tenure-track (TT) faculty at UW-Madison and clinical faculty in the School of Veterinary Medicine (SVM) are included in the survey.  In 2010 and 2012, all clinical faculty (Clinical Professors and Professors (CHS) of all ranks) were included in the study.  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 implemented "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 this 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 included 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 (#R01GM088477-02), 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.

**Wave 4: 2012**

Wave 4 was administered approximately one year before it was originally planned. As noted above, we expected to field a third wave of the survey in 2013, after the implementation of the NIH-funded "Bias Literacy" workshops. Because those workshops concluded well ahead of anticipated schedule for treatment departments, we administered the survey in 2012. Rather than administer a near identical but separate instrument for clinical professor and professor (CHS) faculty, we instead used a single instrument and repeated the majority of measures for our sections on the hiring process, climate experiences, diversity, and satisfaction. Differences in measures and particular items are discussed in the detailed results sections below.

- 2,099 UW-Madison TT faculty received instruments. 1,044 responded, for a 49.8% response rate. This study was sponsored by the National Institutes for Health (#R01GM088477-02) and WISELI.
- 1,122 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. 500 responded, for a 44.6% response rate. This study was sponsored by the National Institutes for Health (#R01GM088477-02) and WISELI.

# Section 2:  Overall Distributions

# Study of Faculty Worklife at the University of Wisconsin-Madison 2012

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.

**1a. In what year were you last hired at UW-Madison as a faculty member?**  2004 (Median)

**1b. Was this after January 1, 2010?**

┌ **95.28%** Yes      **2.83%** 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? | 3.77% | 5.66% | 16.04% | 48.11% | 20.75% | 0.94% |
| b. …the department's effort to obtain resources for you? | 3.77% | 10.38% | 22.64% | 38.68% | 17.92% | 1.89% |
| c. …the department faculty's efforts to meet you? | 3.77% | 3.77% | 24.53% | 34.91% | 23.58% | 3.77% |
| d. …your interactions with the search committee? | 1.89% | 5.66% | 11.32% | 19.81% | 22.64% | 33.96% |
| e. …your start up package? | 4.72% | 12.26% | 17.92% | 34.91% | 15.09% | 9.43% |

**DEPARTMENTAL CLIMATE** – We would like to know about your interactions with others in your work environment.

| 3. Thinking about interactions with colleagues and others in your department, how often... | Never | Rarely | Sometimes | Often | Very often | NA |
|---|---|---|---|---|---|---|
| a. …are you treated with respect by colleagues? | 0.0% | 1.80% | 12.00% | 30.60% | 55.40% | 0.0% |
| b. …are you treated with respect by students? | 0.0% | 0.40% | 4.80% | 29.80% | 59.80% | 5.00% |
| c. …are you treated with respect by staff? | 0.0% | 1.60% | 7.60% | 28.60% | 61.60% | 0.20% |
| d. …are you treated with respect by your department chair? | 1.60% | 5.40% | 12.00% | 22.20% | 55.00% | 3.00% |
| e. …do you feel excluded from an informal network in your department? | 14.80% | 31.40% | 28.80% | 13.40% | 9.00% | 2.00% |
| f. …do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service? | 3.20% | 10.00% | 29.80% | 38.60% | 16.40% | 1.80% |
| g. …do you do work that is not formally recognized by your department? | 5.00% | 14.40% | 34.20% | 27.00% | 16.00% | 1.80% |
| h. …do you feel isolated in your department? | 23.00% | 31.20% | 28.20% | 9.20% | 7.40% | 0.80% |
| i. …do you feel isolated on the UW campus overall? | 15.80% | 26.40% | 30.40% | 13.00% | 9.20% | 5.00% |

| 4. | 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? | 9.20% | 9.80% | 23.20% | 38.80% | 17.40% | 1.00% |
| b. | …how satisfied are you with the effort your chair, director or dean makes to obtain resources for you? | 9.20% | 13.80% | 30.40% | 31.40% | 11.60% | 3.20% |
| c. | …how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member? | 3.60% | 11.00% | 31.60% | 39.60% | 9.80% | 3.20% |
| d. | …how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement? | 25.20% | 29.60% | 21.60% | 11.00% | 6.80% | 5.00% |
| e. | …how valued by your colleagues is your research and scholarship? | 5.20% | 15.20% | 33.20% | 19.40% | 3.20% | 22.00% |
| f. | …how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar? | 17.60% | 11.20% | 25.60% | 18.40% | 5.80% | 20.40% |
| g. | …how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations? | 6.20% | 14.40% | 32.60% | 34.20% | 9.40% | 2.80% |
| h. | …how well do you fit into your department or unit? | 2.60% | 10.00% | 30.60% | 42.20% | 13.20% | 0.60% |

| 5. | Thinking about your participation in the decision-making process in your department, how often… | Never | Rarely | Sometimes | Often | Almost always | NA |
|---|---|---|---|---|---|---|---|
| a. | …do you have a voice in the decision-making that affects the direction of your department? | 7.20% | 21.80% | 31.80% | 26.40% | 10.20% | 1.60% |
| b. | …do you have a voice in how resources are allocated? | 17.00% | 35.80% | 28.80% | 11.00% | 3.80% | 2.20% |
| c. | …do meetings allow all participants to share their views? | 1.80% | 8.80% | 24.20% | 31.80% | 28.80% | 2.40% |
| d. | …do committee assignments rotate fairly? | 3.60% | 12.00% | 26.80% | 24.60% | 10.40% | 20.20% |
| e. | …does your department chair involve you in decision-making? | 12.80% | 19.00% | 31.60% | 22.60% | 8.80% | 3.40% |

**6.** 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… | 4.20% | 9.20% | 18.80% | 44.40% | 21.40% | 1.60% |
| b. | In my department, the climate for women is… | 2.40% | 5.40% | 13.00% | 44.00% | 22.20% | 12.40% |
| c. | In my department, the climate for faculty of color is… | 1.60% | 1.80% | 10.60% | 28.00% | 12.20% | 45.40% |

## DIVERSITY ISSUES AT UW-MADISON

**7.** For this next question, please think 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. | 3.00% | 6.00% | 4.40% | 20.80% | 14.80% | 25.40% | 24.20% |
| b. | Commitment to diversity is demonstrated at the UW-Madison. | 0.80% | 3.60% | 4.40% | 16.60% | 17.80% | 32.60% | 21.80% |
| c. | I am committed to increasing the diversity of faculty, staff and students at UW-Madison. | 0.60% | 1.20% | 0.40% | 14.20% | 12.60% | 28.40% | 40.60% |

**8. 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?**

┌ **24.40%** Yes   **75.00%** No ⟶ **Go to question 10a**
↓

**9. Please describe the action you engaged in to increase diversity. What was the outcome of this action?**

Top three: Hiring, Working with "minority" or "diverse" students, and Working with students of a specific race or ethnicity.

**10a. In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?**

┌ **75.40%** Yes   **23.40%** No ⟶ **Go to question 11**
↓

**10b. In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison?**

┌ **19.60%** Yes   **54.20%** No ⟶ **Go to question 11**
↓

**10c. Without naming individuals, please describe what happened and the outcome.**

Top four personal factors: Gender, Parenthood or pregnancy, race and ethnicity, Part-time status.
Top three situations: Disrespectful or inequitable treatment, Treatment of students/residents, Subtle or "small" interpersonal interactions.

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

| 11. 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? | 4.80% | 11.40% | 8.00% | 40.80% | 34.20% |
| **b.** …with your career progression at the UW-Madison? | 5.80% | 14.20% | 14.20% | 36.60% | 27.40% |

**12a. What factors _contribute most_ to your satisfaction at UW-Madison?**

Top four: Quality of and relationships with faculty, Positive institutional community and climate, Support for research and recognition of expertise, and Clinical work/Patient interactions.

**12b. What factors _detract most_ from your satisfaction at UW-Madison?**

Top three: Low/poor salaries, Bureaucracy/rules, and the Department Chair.

| 13. 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>? | 4.60% | 17.00% | 14.60% | 29.80% | 12.80% | 20.20% |
| **b.** …to support your <u>teaching</u>? | 5.60% | 14.40% | 15.20% | 37.80% | 20.60% | 5.80% |
| **c.** …to support your <u>clinical work</u>? | 6.00% | 14.00% | 11.40% | 39.20% | 24.60% | 4.20% |
| **d.** …to support your <u>extension or outreach activities</u>? | 5.60% | 11.40% | 15.20% | 28.40% | 12.20% | 26.60% |

**14. How satisfied are you with your salary?**

| Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|---|---|---|---|---|
| **7.80%** | **23.00%** | **13.60%** | **31.60%** | **23.00%** |

**15. 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 |
|---|---|---|---|---|
| **13.60%** | **18.20%** | **13.80%** | **21.80%** | **31.80%** |

| 16. | 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? | 36.40% | 39.00% | 17.60% | 4.80% |
| b. | To improve your prospects for tenure or enhance your career in other ways? | 43.40% | 26.40% | 18.80% | 9.00% |
| c. | To find a more supportive work environment? | 42.20% | 27.40% | 23.20% | 4.40% |
| d. | To increase your time to do research? | 60.40% | 16.00% | 5.20% | 16.20% |
| e. | To reduce stress? | 29.80% | 40.60% | 22.40% | 4.80% |
| f. | To improve the employment situation of your spouse or partner? | 59.60% | 15.80% | 8.20% | 13.80% |
| g. | Retirement? | 58.00% | 14.80% | 11.40% | 13.40% |
| h. | To adjust your clinical load? | 46.40% | 33.00% | 10.60% | 7.80% |
| i. | Other? Please specify: Top three: Relationships with leaders, want to feel valued, geographic location | 1.40% | 3.80% | 6.80% | 11.60% |

**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.

**17. What is your sex?**     **50.80%** Male   **48.20%** Female

**18. Are you Hispanic or Latino?**     **2.80%** Yes   **95.80%** No

**19. Please check all the categories that describe your race.**

**2.00%** African American or Black          **87.20%** Caucasian or White
**7.60%** Asian                                       **0.20%** Native Hawaiian or other Pacific Islander
**1.00%** American Indian or Alaskan Native  **2.60%** Other; please explain:

**20. What is your sexual orientation?**

**95.40%** Heterosexual    **2.60%** Gay or Lesbian    **0.0%** Bisexual

**21a. Do you identify as a person with a disability?**     **1.80%** Yes     **96.60%** No

**21b. Do you have a chronic physical or mental health condition?**     **7.60%** Yes     **90.60%** No

**21c. If you answered "yes" to question 21a or 21b, do you need or use any accommodations? 2.80%** Yes **9.80%** No

**22. What is your citizenship status?**

**93.80%** U.S. Citizen          **3.40%** U.S. Permanent Resident     **1.60%** Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

**23. What is your current title?**

**6.40%**  Assistant Professor          **1.80%**  Associate Professor          **0.60%**  Professor
**17.20%**  Assistant Professor (CHS)  **19.00%**  Associate Professor (CHS)  **10.40%**  Professor (CHS)
**20.00%**  Clinical Assistant Professor  **12.80%**  Clinical Associate Professor   **9.00%**  Clinical Professor
**0.60%** Other, please specify:

**24. Which department, unit, section, or 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 2012.**

# Section 3:  Executive Summary

![WISELI — Women in Science & Engineering Leadership Institute, University of Wisconsin-Madison]

**The 2012 *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[1]. Designed as a longitudinal study, it tracks the workplace experiences of UW-Madison faculty over time, allowing researchers to answer research and evaluation questions related to a number of issues affecting faculty worklife.

## Methodology

To date, four waves of this study have been implemented, in 2003, 2006, 2010, and 2012.[2] 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[3]. 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 2012 survey contained four major sections: Hiring, Departmental Climate, Diversity Issues at UW-Madison, and Satisfaction with UW-Madison. Items included in each of these sections were kept as close as possible to those in the 2010 sections of the same names, in order to make comparisons over time.

Faculty survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race/ethnicity, sexual orientation, untenured, divisional affiliation)[4]. In 2012, we also asked faculty members whether they self-identify as a person with a disability, have a chronic physical or mental health condition, and if they need or use any accommodations for either of those two categories. We have included comparisons between faculty members who responded "yes" to any of these items to those who answered "no".

For quantitative results, we performed t-tests on the group means, and report statistically-significant differences between groups at the $p<.05$ level. For qualitative results, we coded responses to open-ended items using the codebooks established for the 2010 survey. For new open-ended items, codebooks were established using inductive content analysis procedures. All open-ended responses were coded and tabulated, and we report the most common responses.

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[2] For reports detailing the response rates and findings of each study wave, please visit WISELI's website (http://wiseli.engr.wisc.edu/facworklife.php).
[3] Because all clinical faculty were surveyed in 2010 and 2012, the School of Veterinary Medicine (SVM) clinical faculty responses are included with the clinical faculty report and not in TT reports.
[4] A detailed description of the construction of all variables is included in the full results report for 2012, (http://wiseli.engr.wisc.edu/docs/Report_Wave4_2012CHS.pdf), Appendix 3.

## Results

During Spring of 2012, 1,122 UW-Madison CHS/Clinical faculty received 2012 wave survey instruments. Of those, 500 responded, for a 45% response rate.

## Differential Response by Demographic Characteristics

The 45% response rate to the 2012 *Worklife* survey suggests that a large segment of CHS/Clinical faculty at UW-Madison are represented in survey responses. Although response rates did vary across different groups (e.g., between Women and Men), the pool of respondents is fairly representative of the UW-Madison clinical faculty.

Most clinical faculty are employed in the School of Medicine & Public Health (SMPH), although some are found in almost every school/college, and in some social science disciplines. Clinical faculty in the SMPH have lower response rates than clinical faculty elsewhere in the UW-Madison (41.6%). In addition, newer clinical faculty, those at the "Assistant" rank, have lower response rates than faculty who have been promoted at least once (40%). There was little difference in response rates of clinical faculty at the associate or full professor levels (50% and 53%, respectively). Faculty in the CHS track were more likely to respond than faculty in the "clinical professor" track (42% versus 47%).

## Hiring

Questions in this section examined CHS/Clinical faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively. Only the responses of faculty members hired after January 1, 2010 were analyzed for this section.

New CHS/Clinical faculty members were somewhat to very satisfied with their overall hiring experiences (3.81) and each of the hiring elements about which we inquired. The lowest level of satisfaction for the whole group came with their startup package (3.51), and they were most pleased with their interactions with search committees (3.89).

We did not observe any changes for the entire respondent group between 2010 and 2012. However, we did see that Non-Citizen faculty members were more satisfied with several hiring elements, including the overall experience, with their department's efforts to meet with them, and with their search committee interactions.

## Climate[5]

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; to assess the extent to which they participate in departmental decision-making; and to gauge the overall climate, the climate for women, and the climate for faculty of color—all at the departmental level.

The CHS/Clinical faculty as a whole reported a fairly positive personal experience of climate. For example, they were often treated with respect by their departmental colleagues, students, staff, and chairs. They also felt they were solicited for their opinions on work-related matters, and that their research and scholarship were usually valued by their colleagues. When rating the climate experience for others, the faculty believed that the climate in their departments is

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[5] Climate is defined by the Campus Climate Network Group (2002) as, "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."
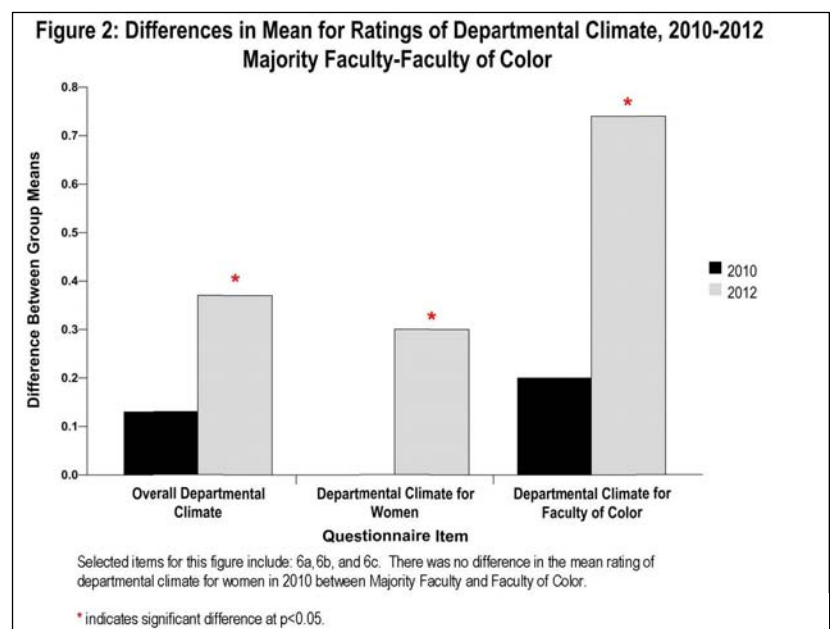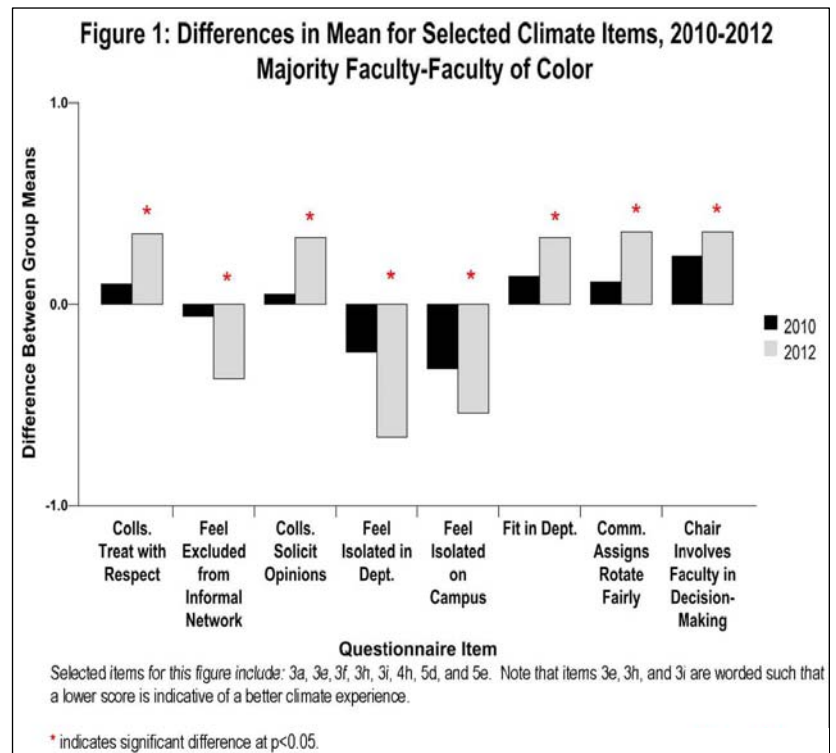
generally positive (3.71).  They perceived the climate for women to be positive (3.90), and gave slightly lower (but still positive) ratings of the climate for faculty of color (3.87).

Our results show that the climate for some faculty groups was consistently more negative than for their comparison groups, including those for Women faculty, Faculty of Color, and Faculty with Disabilities.

We observed some climate changes, both positive and negative, between 2010 and 2012. On the positive side, we found that in 2012 all CHS/Clinical faculty felt their colleagues valued their research and scholarship more than in 2010, and that their chair involved them in departmental decision-making more often.  On the negative side, we found that several subgroups, including Women faculty, Majority faculty, Citizen faculty, and Hetero/Bisexual faculty, reported being treated with respect by students less often in 2012.  Finally, we noted that many climate differences that had not been significant between Faculty of Color and Majority Faculty became so in 2012, as seen in Figures 1 and 2.  In the majority of instances, these changes indicated a more negative climate for Faculty of Color, including their rating of departmental climate for their own group, which decreased significantly between 2010 and 2012.  We also observed changing climate experiences, both positive and negative, between Women faculty and Men faculty, Assistant Rank and Associate/Full Rank professors, and CHS and Clinical faculty.

**Diversity**[6]
In this section we asked the faculty about the commitment to diversity demonstrated by their departments and on the campus, and about their



Figure 1: Differences in Mean for Selected Climate Items, 2010-2012 Majority Faculty-Faculty of Color

Selected items for this figure include: 3a, 3e, 3f, 3h, 3i, 4h, 5d, and 5e.  Note that items 3e, 3h, and 3i are worded such that a lower score is indicative of a better climate experience.

* indicates significant difference at p<0.05.



Figure 2: Differences in Mean for Ratings of Departmental Climate, 2010-2012 Majority Faculty-Faculty of Color

Selected items for this figure include: 6a, 6b, and 6c.  There was no difference in the mean rating of departmental climate for women in 2010 between Majority Faculty and Faculty of Color.

* indicates significant difference at p<0.05.

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[6] In the survey instrument, diversity was defined broadly as "race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another."

personal commitment to increasing diversity at UW-Madison, including actions they may have taken toward that end.  We also asked faculty about their awareness of unconscious or implicit bias, and whether they had experienced or observed a situation in which bias may have played a role.

Overall, CHS/Clinical faculty agreed slightly that commitment to diversity is demonstrated at the departmental level, and they somewhat agreed that they were personally committed to increasing diversity at UW-Madison.  Women and Faculty of Color, however, were less likely to agree that commitment to diversity was demonstrated in their departments than were members of their comparison groups.
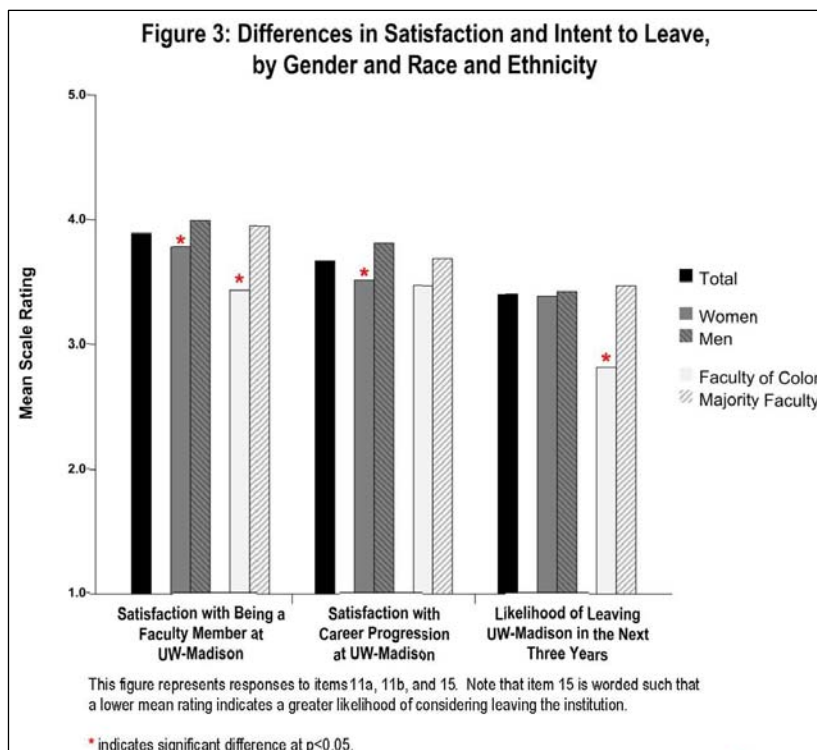
An overwhelming majority (76%) of CHS/Clinical faculty agreed that they were familiar with the concept of implicit or unconscious bias in the context of a professional setting, and approximately one-quarter of respondents (27%) said that they had personally experienced or witnessed an incident in the previous 12 months in which bias could be at play.  The situations identified in these incidents included disrespectful or inequitable treatment, subtle factors within interpersonal interactions, and the treatment of students and residents.

Between waves, the proportion of faculty who reported intentionally engaging in an action to increase diversity during the six months prior to the survey decreased significantly for most groups.  However, this is almost certainly attributable to a change in measurement technique, the implications of which are discussed in the full report.

**Satisfaction**
Questions in this section asked the faculty about their satisfaction with their employment at UW-Madison and about the factors that both contribute to and detract from their satisfaction the most.  We also asked faculty about the likelihood that they would leave UW-Madison in the next three years, and asked about their reasons for considering leaving the institution.

Consistent with results from previous waves in the Study, we found several differences in satisfaction among faculty subgroups.  Women faculty and Faculty of Color were less satisfied with being faculty members and with their career progress at UW-Madison.  Women faculty and Faculty with Disabilities were also significantly less satisfied with their salaries than were members of their comparison groups.  Faculty of Color were more likely to consider leaving UW-Madison in 2012 than were Majority Faculty.  Some of these mean differences are shown in Figure 3.



Figure 3: Differences in Satisfaction and Intent to Leave, by Gender and Race and Ethnicity

This figure represents responses to items 11a, 11b, and 15.  Note that item 15 is worded such that a lower mean rating indicates a greater likelihood of considering leaving the institution.

* indicates significant difference at p<0.05.

The factors that faculty members identified as contributing most to their satisfaction did not change between waves, but those that detracted from their satisfaction did shift somewhat. While 2010 respondents frequently referred to issues between the UW and Meriter hospitals, those comments were virtually non-existent for this wave. Rather, faculty comments indicated that divisions and tensions among those on different title series tracks were a more prominent concern. Additionally, faculty comments indicated a new factor, the turmoil in Wisconsin state politics that occurred in 2011, as a cause of dissatisfaction with one's job at UW-Madison in 2012.

We observed both positive and negative changes in satisfaction for CHS/Clinical faculty between waves. For example, several faculty subgroups were significantly more satisfied with their salaries in Wave 4, including Men faculty, Majority faculty, Citizen faculty, and faculty in the Biological Sciences. However, we noted several significant changes for Women faculty between 2010 and 2012. In 2012, Women faculty were significantly less satisfied than men faculty, including with being a faculty member at UW-Madison, with resources supporting their clinical work, and with their salaries. Additionally, Faculty of Color in 2012 became significantly less satisfied with being faculty members at UW-Madison, and also became significantly more likely to consider leaving the institution in the next three years when compared to Majority faculty.

**Conclusions and Future Research**
Overall, findings from the *2012 Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. The climate gaps between Women faculty and Men faculty, Faculty of Color and Majority faculty, and Clinical faculty and CHS faculty persisted and in some cases increased.

The 2010 and 2012 survey instruments contain very few items that are exactly identical to items in the 2003 and 2006 survey, and therefore we cannot directly compare our 2012 results to those from 2003 or 2006. More sophisticated analyses are planned to investigate these longer term changes.

The *Study of Faculty Worklife* is an extraordinary longitudinal data source, helping us answer many questions about faculty perceptions of their workplace, and providing correlations between these perceptions and important career outcomes such as productivity, attrition, and satisfaction. Our ongoing analyses will contribute to our greater understanding of our faculty members' experiences on our campus.

# Section 4:  Detailed Results by Topic

# Section 4:  Detailed Results by Topic

# A. Response Rates & Analysis Plan

This section reports the survey response rates.  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**

At 44.6%, the response to the Clinical/CHS version of the 2010 *Worklife* survey is lower than the response rate for the Tenured and Tenure-track (TT) faculty version (49.8%). As with the TT group, Women clinical faculty were more likely than Men to respond (49.8% versus 40.5%), and Majority Faculty were more likely to respond than Faculty of Color (45.2% versus 38.4%). Response rates for all groups are reported in Tables RR1-RR5 in the appendices.

Most clinical faculty are in the School of Medicine & Public Health (SMPH), although some are found in almost every school/college, and in some social science disciplines. Clinical faculty in the SMPH have lower response rates than clinical faculty elsewhere in the UW-Madison (41.6%). In addition, newer clinical faculty, those at the "Assistant" rank, have lower response rates than faculty who have been promoted at least once (39.5%). There was little difference in response rates of clinical faculty at the associate or full professor levels (49.8% and 53.0%, respectively). Faculty in the CHS track were more likely to respond than faculty in the "clinical professor" track (42.3% versus 47.3%).

**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. We present data tables with all results, along with figures showing the results for all items grouped by personal characteristics, by disciplinary group, and by rank and appointments.

For qualitative results, we coded responses to open-ended items using the codebooks established for the 2010 survey. For new open-ended items, such as those in the Diversity section, new codebooks were established using inductive content analysis procedures. All open-ended responses were coded and tabulated, and we report the most common responses.

The report is arranged as follows. For each section, we describe the questions asked in each component of the survey, the intention behind them or the constructs they were designed to measure, and the item response choices provided. Respondents were not provided with the numbers we assigned to each response item in coding the data, but we provide those numbers in this report to aid in interpretation of both the tables and figures. We then describe the overall results for all CHS and Clinical respondents for the items in that section for Wave 4.

Next, we describe changes over time *between* groups, such as between Women and Men, Faculty of Color and Majority faculty, or CHS and Clinical, focusing on changes in significance over time. Finally, we describe significant changes *within* groups, such as Women, Men, Faculty of Color, and so on, between Waves 3 and 4.

While we analyzed data from all respondents and all variable groups as described below, the number of respondents for certain section, such as Hiring, was too small to make meaningful comparisons for many groups. Whenever any response group had less than 10 persons, we have elected not to provide those analyses. All reported figures in the text, table, and figures are the mean response for the group or subgroup, unless otherwise specified. For each item in

which change over time is described within groups, the first number given represents the 2010 value (Wave 3) and the second represents 2012 (Wave 4).

We also include more detail regarding responses to open-ended items in this wave than in previous iterations of the study.  The example responses included in this report have been slightly edited for grammar, typographic errors, and to protect the confidentiality of the respondents.  Otherwise, all written comments are verbatim.

Complete results are reported in Appendices 4 and 5, in both table and graphic formats. Additionally, longitudinal graphic results for selected items are presented in Appendix 6.

**Construction of Analysis Variables for 2012 *Study of Faculty Worklife***
We use the following variables when analyzing data from the 2012 *Study of Faculty Worklife*. These variables have been created based on experience with previous surveys and the typical comparisons requested by various groups  Detailed variable construction information is located in Appendix 3.

- **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. Hetero/Bisexual.**  Sexual orientation is self-reported in the survey. While this variable had been used only in analyses of sexual harassment in previous waves of the survey, it is included for each section in Wave 4.
- **Faculty with Disability vs. Faculty without Disability.**  Disability status is self-reported in the survey, and is a new variable in Wave 4.  Those who checked the box as a person with a disability *or* as a person with a chronic physical or mental health condition are included as Faculty with Disability.
- **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 (BS) department or unit, although a few are in Social Studies units (e.g., School of Nursing, School of Law; abbreviated hereafter as SS).
- **CHS vs. Clinical Faculty.**  This flag indicates whether the respondent is in a Professor (CHS) title (any rank), or a Clinical Professor title (any rank.)  The title entered on the survey is used to determine CHS/Clinical status, and is verified against actual title.
- **Assistant Rank vs. Associate or Full Rank.**  For clinical faculty, indicates whether respondent is at the Assistant rank, or at the Associate/Full/Senior/Distinguished rank within the clinical faculty track.  The rank entered on the survey is used to determine Assistant vs. other status, and is verified against actual rank.

This year, for the first time, we did not ask faculty respondents to identify whether they were in the mainstream on research conducted in their departments.  Thus, we cannot ascertain changes for 2012 on this variable.

# Section 4:  Detailed Results by Topic

# B. Hiring Process

Questions in this section examined CHS/Clinical faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively.  Only Clinical/CHS faculty who were hired after January 1, 2010 are included in this section.

**Hiring 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' levels of satisfaction with their experience.  Only the responses of faculty members hired after January 1, 2010 were analyzed for this section.  Very few differences were found between comparison groups for this wave of the survey, but we did find some significant for some respondent subgroups between Waves 3 and 4.

**Satisfaction with the UW-Madison during Hiring Process**
We asked CHS/Clinical faculty to indicate how satisfied they were with five elements of the hiring experience at UW-Madison.  Response choices for the level of satisfaction included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  An "NA" category was also supplied, which we coded as missing data.

While we analyzed data from all CHS and Clinical faculty members hired during or after 2010, the number of respondents for this section of the survey was too small to make meaningful comparisons for many groups, specifically faculty members with disabilities; gay and lesbian faculty members; and SS faculty members.

Results for this section are presented in Tables H1b and H2b and in Figures H2a_1 through H2e_2 in the appendices.  CHS/Clinical faculty members were somewhat to very satisfied with their overall hiring experiences (3.81) and each of the hiring elements we inquired about.  The lowest level of satisfaction for the whole group came with their startup package (3.51), and they were most pleased with their interactions with the search committee (3.89).  No significant differences were found between any groups for this wave.

**Changes Over Time**
*Changes between groups*
Some significant differences between groups changed between Wave 3 and Wave 4.  The first noticeable difference was in the number of new hires in 2010 (175) versus 2012 (99) who responded to the survey.  Second, while some differences between groups had been significant for 2010, they did not remain so in 2012.  Examples of these changes in significance include a gender difference in satisfaction with departmental efforts to obtain resources, and differences between Citizen and Non-Citizen faculty regarding satisfaction with departmental faculty members' efforts to meet with them and interactions with their search committees.

*Changes within groups*
There were no significant changes for the entire respondent group between Waves 3 and 4 of the survey.  Nonetheless, we observed a few changes within subgroups between waves.  For example, CHS faculty members were more satisfied with the overall hiring process in Wave 4 (3.62 versus 4.03).  The most changes within a subgroup for this section of the survey were found among Non-Citizen faculty (see Figure 1 below).  This group was more satisfied with the overall hiring experience (3.38 versus 4.08), with the department's efforts to meet them (2.91 versus 3.92), and with their search committee interactions (2.67 versus 4.13) in 2012 compared to faculty members who responded in 2010.

Figure 1: Selected Hiring Satisfaction Items, 2010-2012, Non-Citizen Faculty
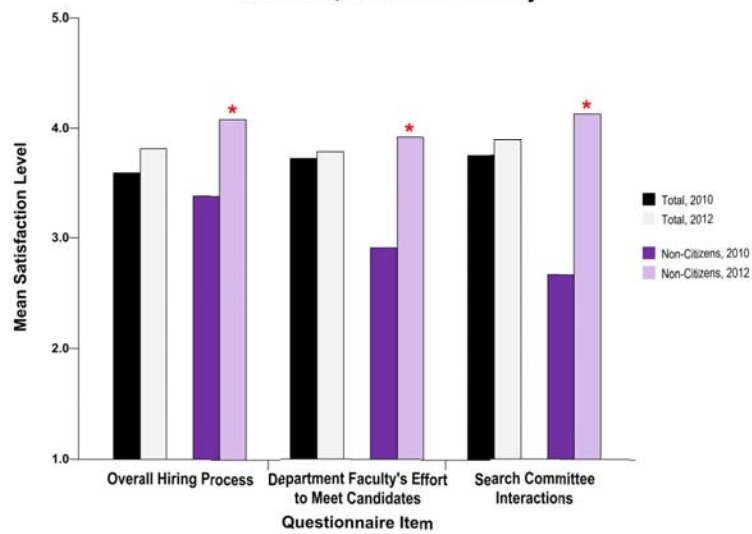
This figure represents responses to items 2a, 2c, and 2d.

* indicates significant difference at p<0.05.

# 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, to assess their participation in departmental decision-making processes, and to gauge the overall climate, the climate for women, and the climate for faculty of color at the department level.

**Climate Summary**
This section was designed to explore faculty members' experiences of departmental 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.*"  We asked a number of questions that addressed interactions with colleagues and others in their departments.  These questions included the extent to which they are treated with respect, feel that their work and contributions are valued, and feel excluded or isolated.  We also asked about the extent to which they are able to participate in decision-making processes in their departments.

While CHS/Clinical faculty as a group reported a positive climate overall, the experiences of a few groups stood out as substantially more negative than others.  The climate scores for Women faculty and Faculty of Color were consistently more negative than that of their comparison groups.  Non-Citizen faculty tended to have a more positive experience and perception of climate than faculty who are Citizens.

Many changes observed between 2010 and 2012 were positive climate changes.  All CHS/Clinical faculty reported feeling that their research and scholarship is more valued by their departmental colleagues, and that their chair involved them in departmental decision-making more often.  Negative changes were also observed; several subgroups reported being treated with less respect by students, but this was not significant for the total group.  Some groups also experienced some changes in items across this section, such as in the perception of climate for others.

Perhaps the most consistent negative changes between 2010 and 2012 was a decline in several climate measures for Faculty of Color.  For these faculty, changes in significance on items between 2010 and 2012 often meant worse climate in 2012.  For example, while there was no significant difference in "respect by colleagues" in 2010, in 2012 Faculty of Color felt significantly less-respected by colleagues than their Majority peers.  There were eleven different measures for which Faculty of Color had a significantly more negative experience or perception of climate compared to Majority faculty for this wave.  There were also three items for which differences that had been significant between Faculty of Color and Majority faculty in 2010 did not remain so in 2012.  Finally, there was a significant decrease in the rating that Faculty of Color gave for departmental climate for their own group between 2010 and 2012.

**Climate Specifics**

*Informal Interactions with Colleagues and Others*
For the questions of informal interactions with colleagues and others in their department, respondents were given five answer choices: "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).  They could also choose "NA," which we coded as missing data.  For another series of questions, we used a different scale, which included the response choices of "Not at all" (1)" "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  These items also included the response choice of "NA," which we again coded as missing data.

We first asked how often faculty were treated with respect by their colleagues, students, staff, and their department chair.  Several questions focused on informal interactions, such as the ability to navigate unwritten rules, reluctance (or lack thereof) of voicing any concerns they have about colleagues, and comfort in raising personal responsibilities with regard to scheduling.  We inquired about how faculty members' work is valued and recognized, including: how often their

opinions are solicited, how often their work may go unrecognized, how their research is received, and how hard they have to work to be viewed as a legitimate scholar.  We asked about department leadership, including how satisfied they were with their chair's efforts to create a collegial environment in their departments, and satisfaction with the chair, director, or dean's efforts to obtain resources for them.  We also asked about whether they feel excluded from an informal network in the department, or feel isolated in their departments or on the campus.  Finally, we asked respondents how well they felt they "fit" in their department or unit. The results for these items are reported in Tables DC1b through DC8b and in Figures DC3a_1 through DC4h_2 in the appendices.

*Respect in the Workplace*
CHS/Clinical faculty reported being treated respectfully often or very often by all four groups that we inquired about (means ranging from 4.28 to 4.57).  Some faculty subgroups reported being treated with less respect by their colleagues than did members of their comparison groups, including Women faculty (4.28 versus 4.51) and Faculty of Color (4.09 versus 4.44).  Non-Citizens were treated with respect more often by their colleagues (4.65 versus 4.39) and their department chairs (4.67 versus 4.26).  Gay and Lesbian faculty members reported being treated with respect less often by staff than Hetero/Bisexual faculty (4.03 versus 4.53).  We did not find any differences according to Disability/Ability status for these items.

We also did not find any differences according to respondent division or title series for these items.  We did, however, see one difference according to rank, in that faculty at the Assistant Rank reported being treated with respect by their department chairs more often than faculty at the Associate or Full Rank (4.42 versus 4.17).

*Interpersonal Interactions*
CHS/Clinical faculty reported being somewhat able to navigate unwritten rules about how to conduct themselves as faculty members (3.43).  They were somewhat comfortable in raising personal concerns related to such matters as scheduling (3.27) and were only a little reluctant about raising concerns about colleagues' behavior when necessary (2.41).

Women faculty and Faculty of Color were both less able to navigate unwritten rules in their departments than Men faculty and Majority faculty (3.24 versus 3.62, and 3.18 versus 3.46, respectively).  Women faculty also reported being less comfortable with raising personal concerns (3.11 versus 3.43), and feeling more reluctant to voice concerns they may have about departmental colleagues' behavior than Men (2.63 versus 2.20).  While Faculty of Color also reported being less comfortable with raising personal responsibilities or voicing concerns than Majority faculty, the differences were not significant.

Among the divisions, we found only one difference, in that SS faculty were less able to navigate unwritten rules in their departments than BS faculty (3.46 versus 3.12).  By title series, we saw that CHS faculty were more reluctant to voice any concerns they may have about colleagues' behavior (2.57 versus 2.26) and less comfortable in raising their family responsibilities (3.13 versus 3.40) compared to Clinical faculty.  We also saw that Associate or Full Rank faculty members were more reluctant to voice their concerns than Assistant Rank faculty (2.53 versus 2.27).

*Valuing Scholarship and Contributions*
CHS/Clinical faculty reported that their colleagues somewhat value their research and scholarship (3.00), and that they have to work somewhat harder than others to be perceived as legitimate scholars (2.79).  They reported that their colleagues often solicited their opinions on

work-related matters (3.56), but reported that they sometimes did perform work that went unrecognized by their departments (3.37).

Women faculty and Faculty of Color tended to report that their work did not appear to be valued as highly as that of Men faculty or Majority Faculty. For example, they were less likely to be approached by colleagues for their opinions on work-related matters (difference not significant for Women faculty), and more likely to feel that their research and scholarship were not as valued (difference not significant for Faculty of Color). Both groups were significantly more likely to feel that they have to work harder to be perceived as a legitimate scholar than members of their comparison groups. Non-Citizen faculty were less likely to perform work that went unrecognized in their departments than Citizen faculty (2.73 versus 3.41). Gay and Lesbian faculty were less likely to say that they have to work harder than their colleagues to be perceived as legitimate scholars (2.00 versus 2.82). There were no differences according to disability/ability status for these items.

There were only a few differences for these items by division, title series, or rank. CHS faculty (3.54 versus 3.21) and Associate or Full Rank faculty (3.56 versus 3.21) were more likely to report doing work that goes unrecognized by their departments than members of their respective comparison groups.

*Satisfaction with Chairs' Efforts*
CHS/Clinical faculty were somewhat to very satisfied with the efforts their chairs make to create a collegial and supportive environment (3.46), and somewhat satisfied with the efforts chairs or others make to obtain resources for them (3.23).

As with other items in this section, Women faculty had a more negative experience of climate than Men faculty. Women faculty were less satisfied with both their chairs' efforts to create collegial environments (3.26 versus 3.65) and to obtain resources for them (3.07 versus 3.39). There were very few other significant differences for these items. Non-Citizen faculty were significantly more satisfied with resources that their chairs obtained for them than Citizens (3.68 versus 3.21). Finally, Assistant Rank faculty were more satisfied with both their chairs efforts to create a collegial environment (3.58 versus 3.36) and with their efforts to obtain resources for them (3.41 versus 3.07) than Associate or Full Rank faculty.

*Feelings of Exclusion and Isolation*
CHS/Clinical faculty rarely or sometimes felt excluded from informal networks (2.69), or isolated in their departments (2.46) or on the campus more generally (2.72). As with other items throughout the climate section, Women faculty and Faculty of Color reported a more negative experience. They were more likely to feel more excluded and more isolated than members of their comparison groups. Faculty with Disabilities were significantly more likely to say that they felt isolated on the UW campus overall than Faculty without Disabilities (3.12 versus 2.68).

Comparing groups by division, title series, and rank, we found one additional difference for these items. Assistant Rank faculty were less likely than Associate or Full Rank faculty to feel excluded from an informal network in their departments (2.59 versus 2.79).

*Feelings of "Fit"*
Overall, CHS/Clinical faculty felt that they fit somewhat well in their departments or units (3.54). Consistent with the patterns identified in the above results, Women faculty and Faculty of Color reported a more negative experience than members of their comparison groups (3.38 versus

3.70, and 3.25 versus 3.58, respectively).  There were no significant differences between any other groups for this item.

### *Departmental Decision-Making*
In this section we asked a series of questions about the frequency with which faculty participate in departmental decision-making processes.  Response choices for these items included, "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5).  They could also choose "NA," which we coded as missing data.  The areas assessed in these questions included having a voice in decisions that affect departmental directions, having a voice in resource allocation, meetings allowing all participants to share their views, committee assignments rotating fairly, and chairs involving faculty in decision-making.  The results for these items are reported in Tables DC9b through DC10b, and in Figures DC5a_1 through DC5e_2.

CHS/Clinical faculty reported that they are sometimes involved in direction-setting departmental decisions (3.11), that committee assignments sometimes rotate fairly (3.34), and that meetings often allow all participants to share their views (3.81).  They noted that they rarely or sometimes have a voice in resource allocation (2.47), and that their chairs sometimes involve them in decision-making (2.95).

Women faculty and Faculty of Color had less involvement in departmental decision-making for all items in this section, significantly so for most.  Though the differences were not significant, Non-Citizen faculty tended to have more of a voice and role in making decisions than Citizens.  Gay and Lesbian faculty members also tended to report more of a voice in decisions that affect departmental direction, a voice in resource allocation, and that their chairs involved them more often in decision-making, but these differences were also not significant.

Between divisional, title series, and rank groups, we found two significant differences for this item series.  Assistant Rank professors were significantly more likely to feel that all participants were allowed to share their views in meetings than Associate or Full Rank professors (3.91 versus 3.72), as were Clinical faculty when compared to CHS faculty (3.91 versus 3.70).

### *Perceptions of Climate for Self and Others*
For the final items in the climate section of the survey, we asked respondents to rate their personal experiences of climate in their departments, as well as their perception of the climate experience for women and faculty of color.  The response choices for these items included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5).  We also provided a "Don't know" option, which we coded as missing data.  Results for these items are presented in Table DC11b and in Figures DC6a_1 through DC6c_2 in the appendices.

CHS/Clinical faculty rated the overall climate in their departments (3.71), as well as the climate for women (3.90) and for faculty of color (3.87) as positive.  As with all of the above subsections, Women faculty and Faculty of Color reported a more negative climate perception than did Men faculty and Majority faculty, significantly so for all three items.  Though not significant, Non-Citizen faculty perceived a more positive departmental climate overall and for women than did Citizens.  Faculty with Disabilities reported a significantly less positive climate for women than Faculty without Disabilities.

Among the divisions, we saw that BS faculty perceived a much more positive climate for faculty of color than did SS faculty (3.91 versus 3.48).  There were no other differences for these items between title series or rank groups.  The difference perceptions of climate by personal

characteristic are shown below in Figures 2 (overall departmental climate), 3 (climate for women), and 4 (climate for faculty of color).



Figure 2: Rating of Overall Departmental Climate by Personal Characteristic



Figure 3: Rating of Departmental Climate for Women by Personal Characteristic

Figure 4: Rating of Departmental Climate for Faculty of Color by Personal Characteristic

This figure represents responses to item 6c.

* indicates significant difference at p<0.05.
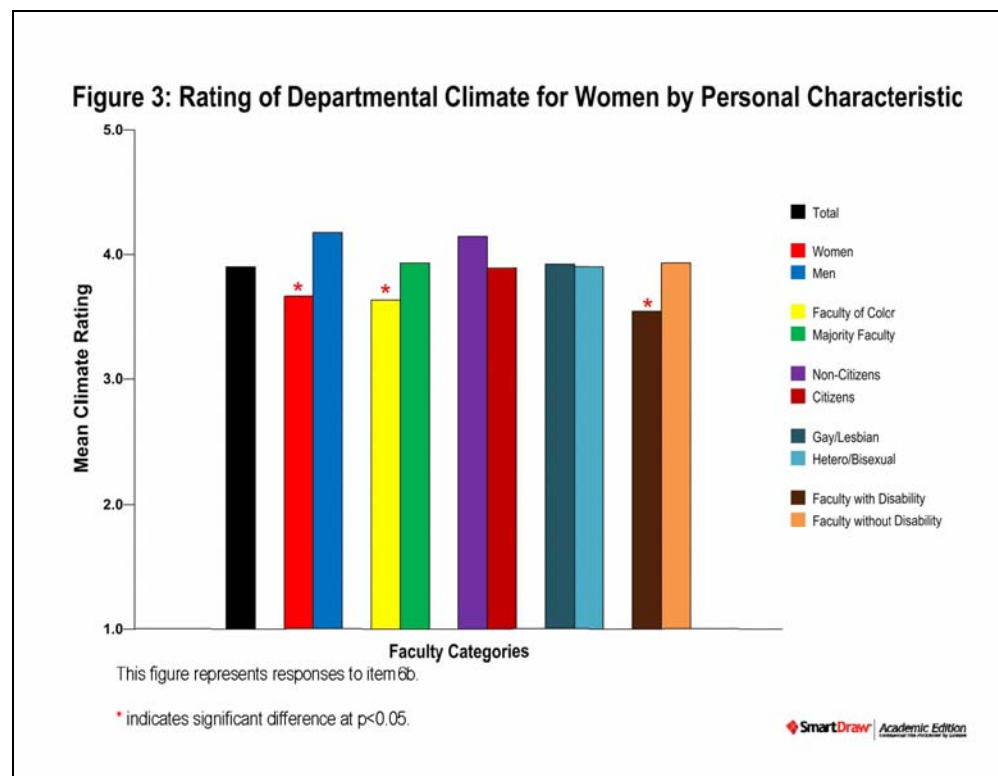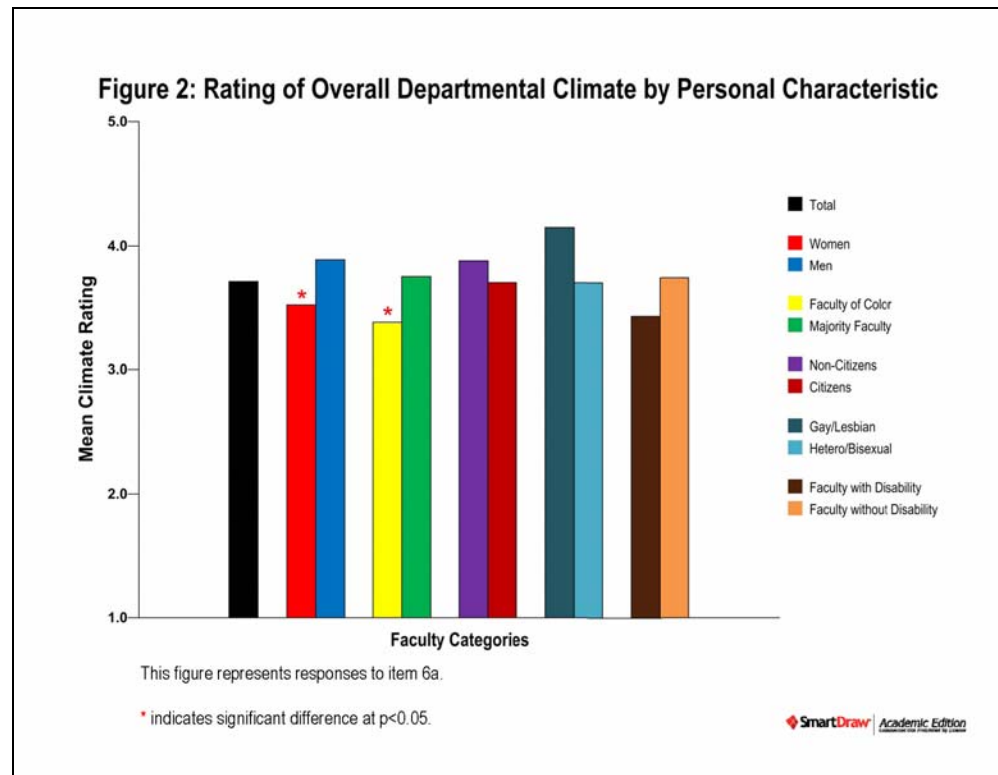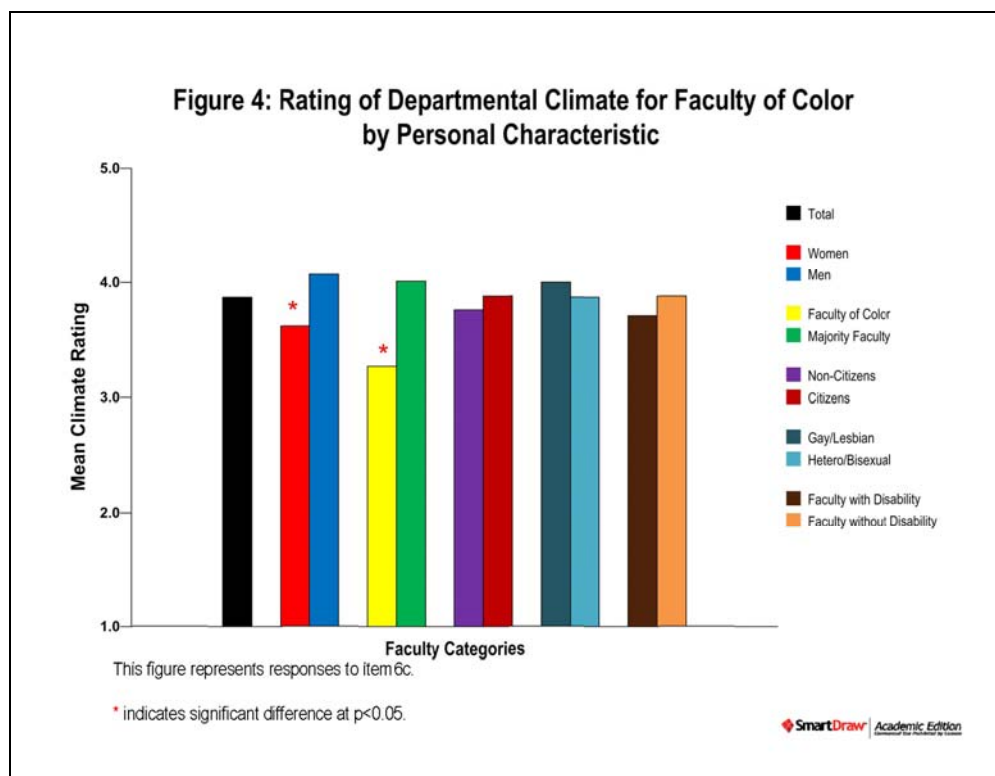
## Change Over Time

*Changes between groups*

There were several changes in significance between groups across waves for this section. In several cases, a non-significant difference in 2010 became significant in 2012, in the direction of a positive climate change for the "minority" or "disadvantaged" group (e.g., Non-Citizen faculty, Assistant Rank professors). This trend was not consistently true for Faculty of Color and, to a lesser extent, for Women faculty. For example, there was no difference in "respect of colleagues" between Faculty of Color and Majority faculty in 2010, but in 2012 Faculty of Color felt significantly less-respected by colleagues than their Majority peers. There were eleven different measures for which Faculty of Color had a significantly more negative experience or perception of climate compared to Majority faculty for this wave. There were also three items for which differences that had been significant between Faculty of Color and Majority faculty in 2010 did not remain so in 2012, though these were indicative of a positive change in climate, such as no longer being treated with less respect by staff, no longer feeling that they had less voice in resource allocation, and no longer reporting that meetings did not allow all participants to share their views. The differences in means for selected items between Faculty of Color and Majority Faculty, many of which assess personal experiences of climate, are seen below in Figure 5.

Figure 5: Differences in Mean for Selected Climate Items, 2010-2012
Majority Faculty-Faculty of Color

Selected items for this figure include: 3a, 3e, 3f, 3h, 3i, 4h, 5d, and 5e. Note that items 3e, 3h, and 3i are negatively coded.

* indicates significant difference at p<0.05.
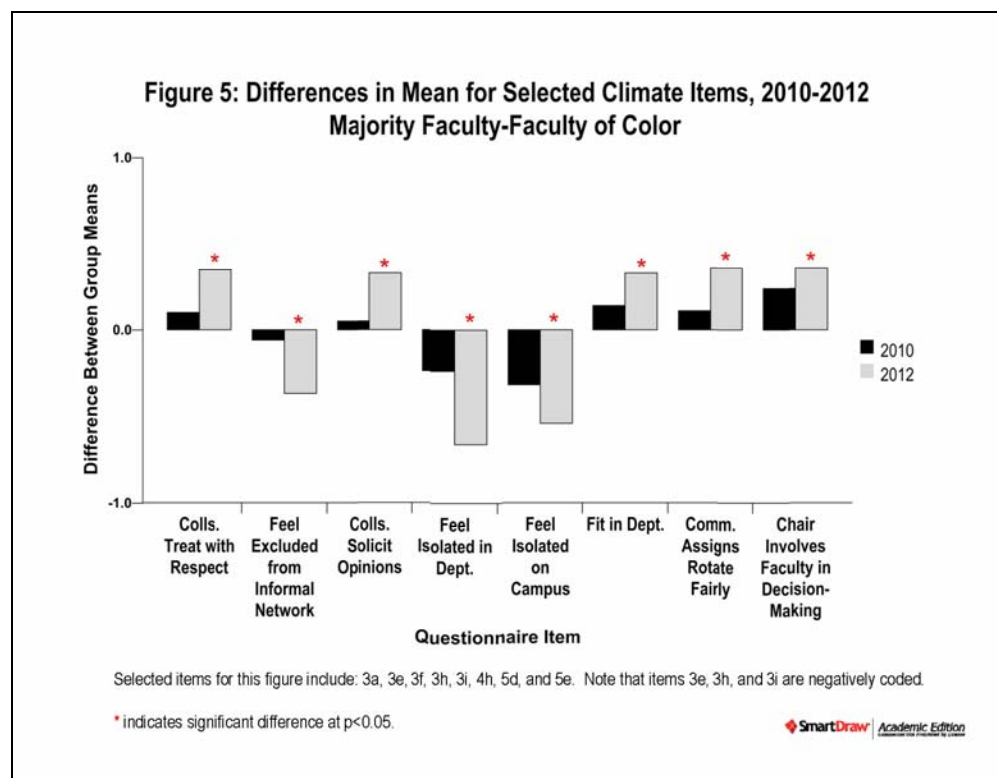
CHS/Clinical Faculty of Color also gave significantly lower ratings of their departmental climate overall, as well as for the perceived climate for women and for their own group, in 2012. While differences did exist between Faculty of Color and Majority Faculty in 2010 for the overall rating of departmental climate and for faculty of color, the differences were not significant. As seen in Figure 6, by 2012 these differences between groups had all become significant, most drastically for the ratings of departmental climate for faculty of color themselves.



Figure 6: Differences in Mean for Ratings of Departmental Climate, 2010-2012
Majority Faculty-Faculty of Color

Selected items for this figure include: 6a, 6b, and 6c. There was no difference in the mean rating of departmental climate for women in 2010 between Majority Faculty and Faculty of Color.

* indicates significant difference at p<0.05.

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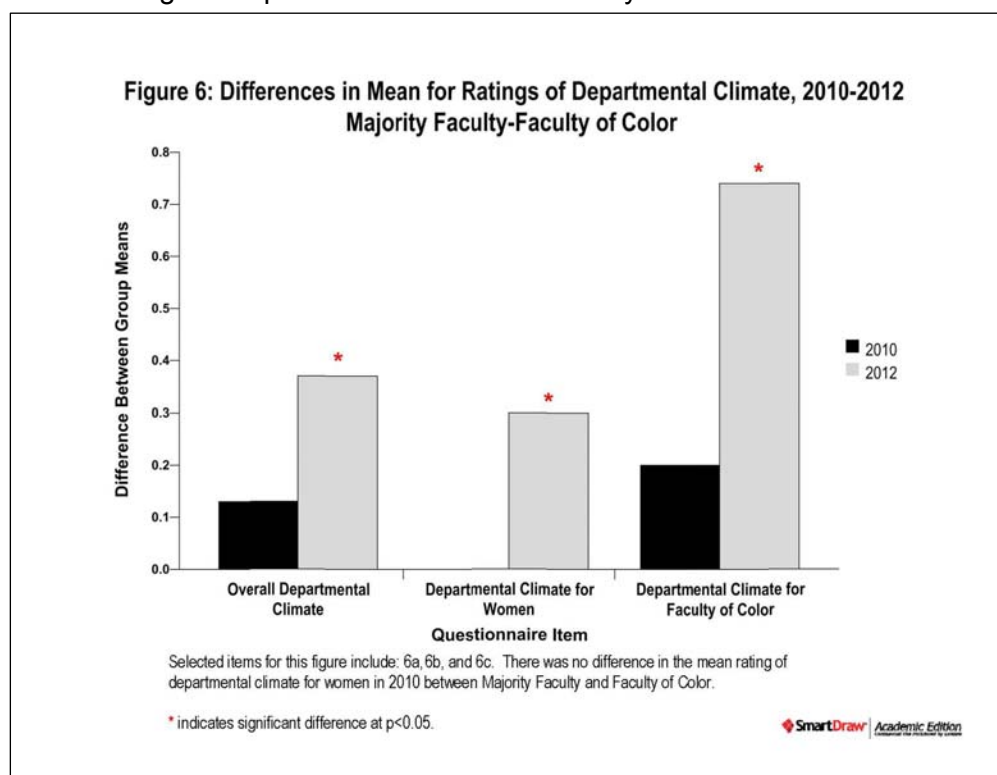
We saw mixed changes in significance between Women faculty and Men faculty between waves. We observed that for three climate items, differences that had not been significant in 2010 became so in 2012, while two differences for different items that had been significant in 2010 did not remain so. In the first instance, the mean differences between Women faculty and Men faculty increased for the items measuring feeling isolated on campus and being satisfied with the chair's efforts to create a collegial environment and to obtain resources for them, indicating a negative shift in climate. In the other instance, Women faculty were no longer treated with respect less often by staff, or less-often solicited for their opinions about work-related matters than Men faculty, indicating a positive shift for those two elements of the climate experience. These changes in mean differences are reflected in Figure 7.



Figure 7: Differences in Mean for Selected Climate Items, 2010-2012
Men Faculty-Women Faculty
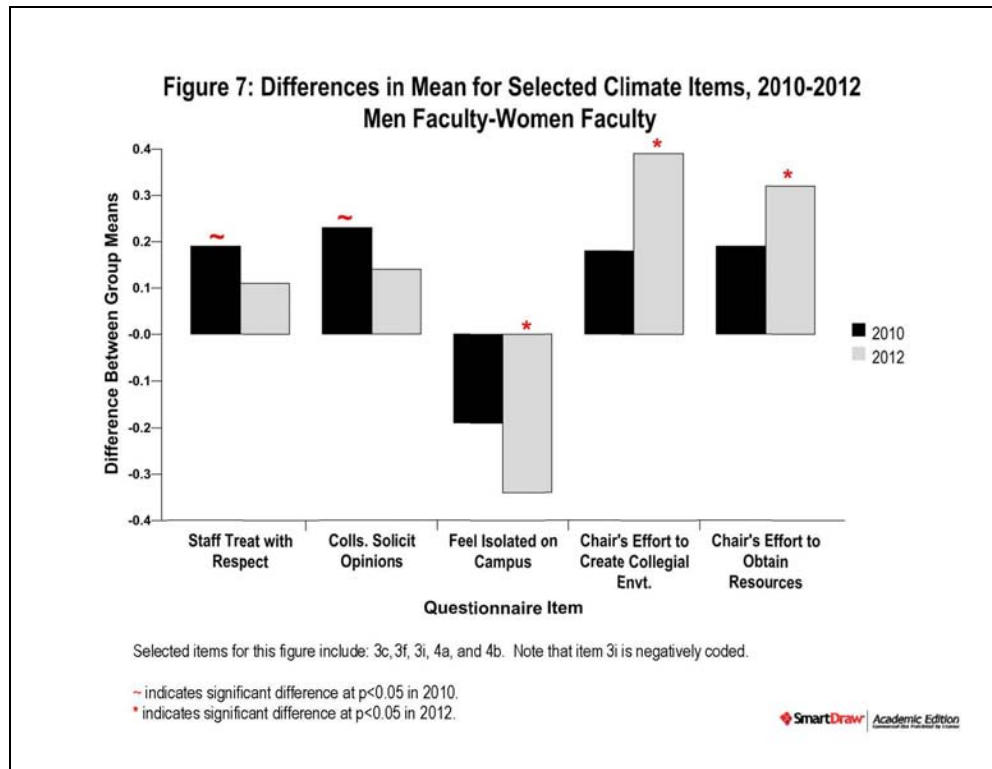
Apart from these larger trends, we noticed a few changes in significance between certain groups when comparing by personal characteristic. For example, in 2010 there was no difference in the frequency with which Gay and Lesbian faculty felt they were treated with respect by staff, as compare Hetero/Bisexual faculty (4.60 versus 4.59). By 2012, however, Gay and Lesbian faculty felt they were treated with respect less often by staff (4.08 versus 4.53). In an example of a different type of climate experience shift between these two groups, while Hetero/Bisexual faculty reported feeling that they had to work harder to be perceived as legitimate scholars when compared to Gay and Lesbian faculty in 2010 (2.70 versus 2.43), this difference became significant in 2012 (2.82 versus 2.00). Additionally, Non-Citizen faculty experienced some continuing positive experiences of climate that reached significance in Wave 4. When compared to Citizen faculty, Non-Citizens were treated with respect by colleagues more often, felt less isolated on the UW campus overall, and were more satisfied with their chair's efforts to obtain resources for them in both waves, but significantly so in 2012.

Comparing by title series and rank, we also saw a few changes in significance of note between waves. Assistant professors reported significantly more positive experiences on certain

measures when compared to Associate or Full Rank professors for items that had not been significant in 2010. Additionally, differences in significance disappeared for two items that had been reflective of a more negative experience for Assistant Rank professors in 2010. The differences in mean climate ratings for these selected items are shown in Figure 8.



Figure 8: Differences in Mean for Selected Climate Items, 2010-2012
Assistant Rank Professors-Associate/Full Rank Professors

Selected items for this figure include: 3d, 3e, 4a, 4d, 5a, 5b. 5c. Items 3e and 4d are negatively coded.

~ indicates significant difference at p<0.05 in 2010.
* indicates significant difference at p<0.05 in 2012.
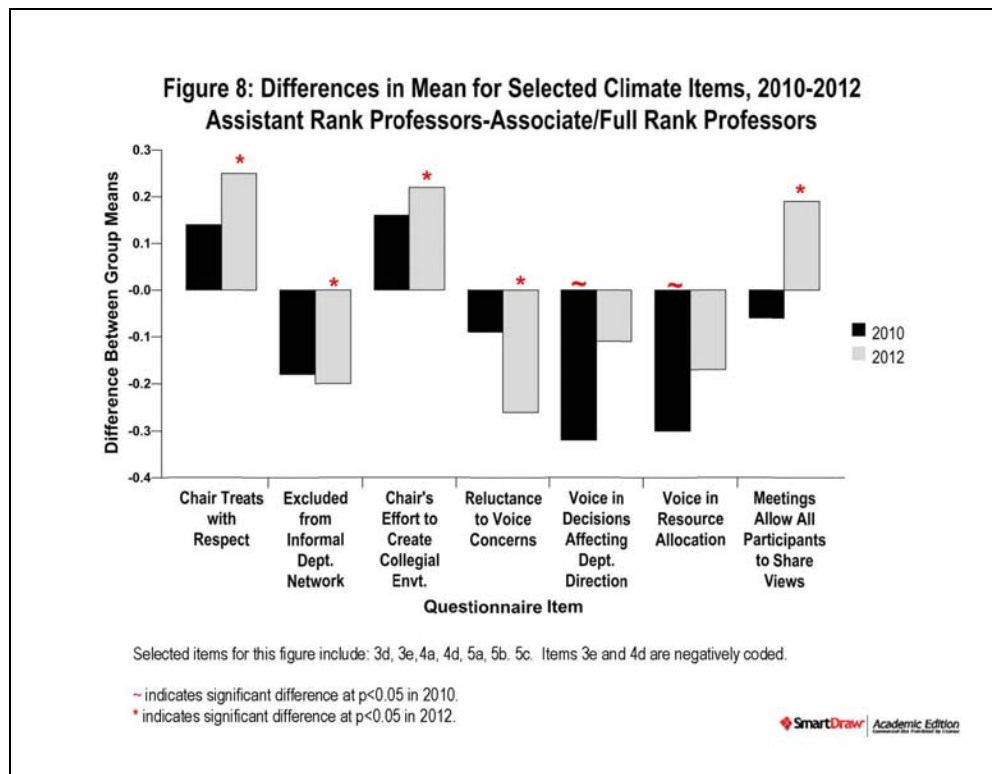
Generally, the changes in mean differences shown in Figure 8 indicate an increase in negative climate experiences for Associate/Full Rank professors. For example, in 2010 there was no difference between Assistant Rank faculty and Associate/Full rank faculty in feeling their chair treats with respect, but by 2012 Associate/Full faculty were significantly less likely than Assistant faculty to feel this way. Additionally, Associate/Full Rank professors became more likely to feel excluded from informal department networks and more reluctant to voice concerns they may have had in 2012. Finally, in a change that indicates an improvement in climate for Assistant Rank professors, while they had reported having significantly less voice in decisions that affect departmental directions and less voice in resource allocation in 2010, there were no significant differences between their group and Associate/Full Rank professors in 2012.

We also observed a few changes in significance between Clinical and CHS faculty between waves, reflecting a more positive experience of climate for Clinical faculty in 2012. These items are represented below in Figure 9.

Figure 9: Differences in Mean for Selected Climate Items, 2010-2012
CHS Faculty-Clinical Faculty

Selected items for this figure include: 3g, 4d, 4e, 5c, and 4b.

~ indicates significant difference at p<0.05 in 2010.
* indicates significant difference at p<0.05 in 2012.
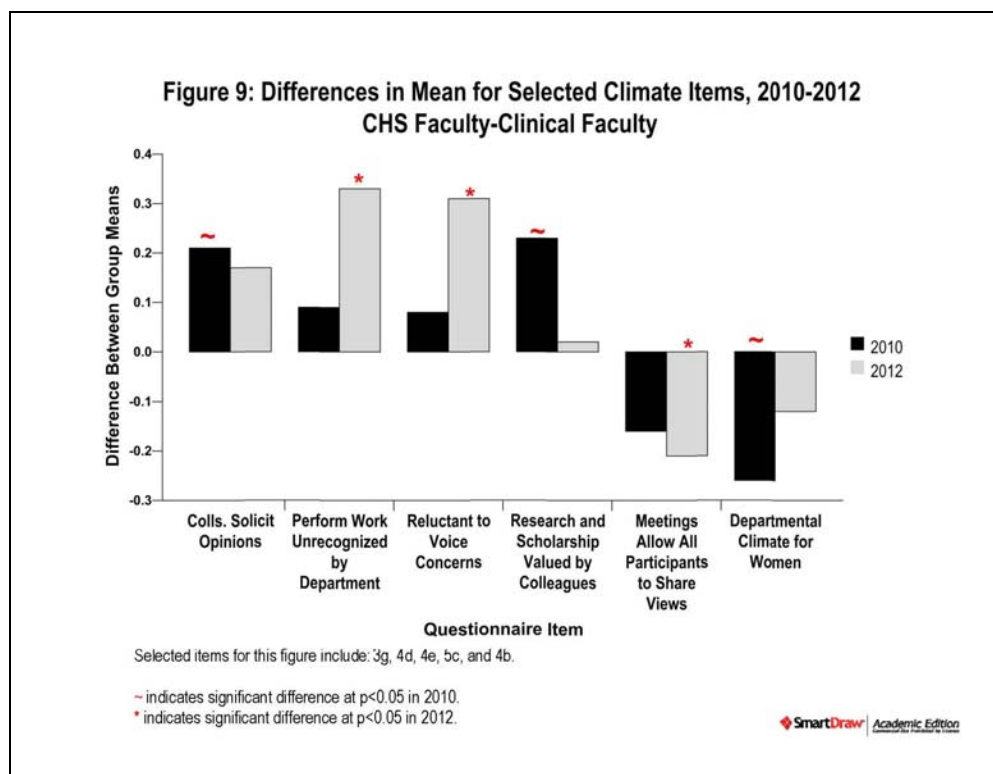
Figure 9 shows the ways in which differences between Clinical and CHS faculty changed between waves.  While in Wave 3 Clinical faculty had felt that their colleagues were less likely to solicit their opinions about work-related matters and that their research and scholarship was not as respected when compared to CHS faculty, this was no longer the case by Wave 4. Additionally, in Wave 4, at the same time that Clinical faculty became less likely to perform work that went unrecognized by their departments and less reluctant to voice concerns about others in the department, CHS faculty were more likely to indicate unrecognized work and a reluctance to voice concerns, leading to significant differences between the groups on these measures in 2012.  While Clinical faculty had reported feeling that all meeting participants were able to share their views when compared to CHS faculty in Wave 3, the difference became significant in Wave 4.  Finally, we noted that while Clinical faculty had given a significantly more positive rating of the departmental climate for women in Wave 3 than did CHS faculty, this difference did not remain significant for Wave 4.

*Changes within groups*
We saw a number of changes for all CHS/Clinical faculty with regard to climate between waves. All respondents felt that their research and scholarship was more valued by their colleagues in Wave 4 (2.87 versus 3.00).  While true for the entire group, this pattern also held consistent for Majority faculty, Citizens, Hetero/Bisexual faculty, BS faculty, Clinical faculty, and Associate Rank faculty.  That is, majority groups are improving on this key measure, see Figure 10.  We also found that all CHS/Clinical respondents felt their chairs were including them in departmental decision-making more often (2.81 versus 2.95).  This change was also true for Majority faculty, Hetero/Bisexual faculty, BS faculty, Clinical faculty, and Associate Rank faculty members.

Figure 10: Colleagues Valuing of Research and Scholarship, 2010-2012, by Personal Characteristic

This figure represents responses to item 4e.

* indicates significant difference at p<0.05.
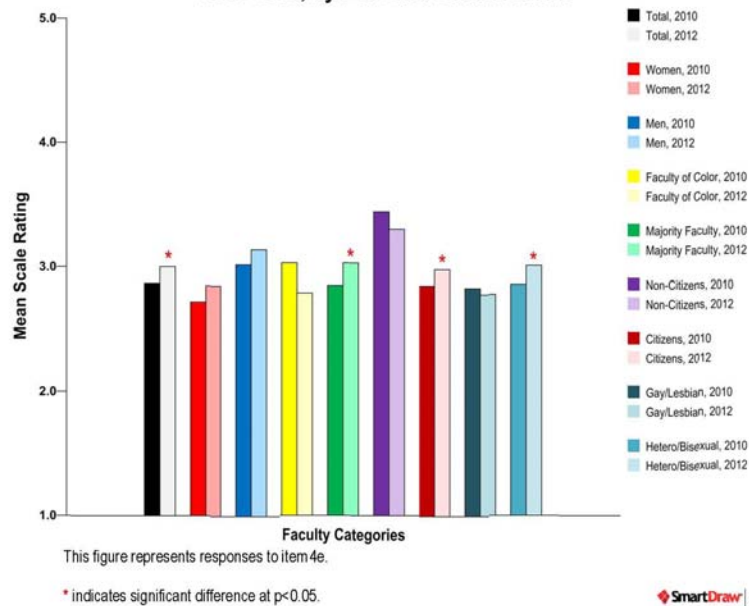
We also observed a number of within-group changes in various items throughout the departmental climate section.  For example, Women faculty, Majority faculty, Citizens, Hetero/Bisexual faculty, BS faculty, and Associate or Full Rank faculty all reported being treated with respect less often by students in Wave 4 than in Wave 3, but the difference was not significant for the entire group.  These changes are seen below in Figure 11.



Figure 11: Frequency of Being Treated with Respect byStudents, 2010-2012, by Personal Characteristic

This figure represents responses to item 3b.

* indicates significant difference at p<0.05.
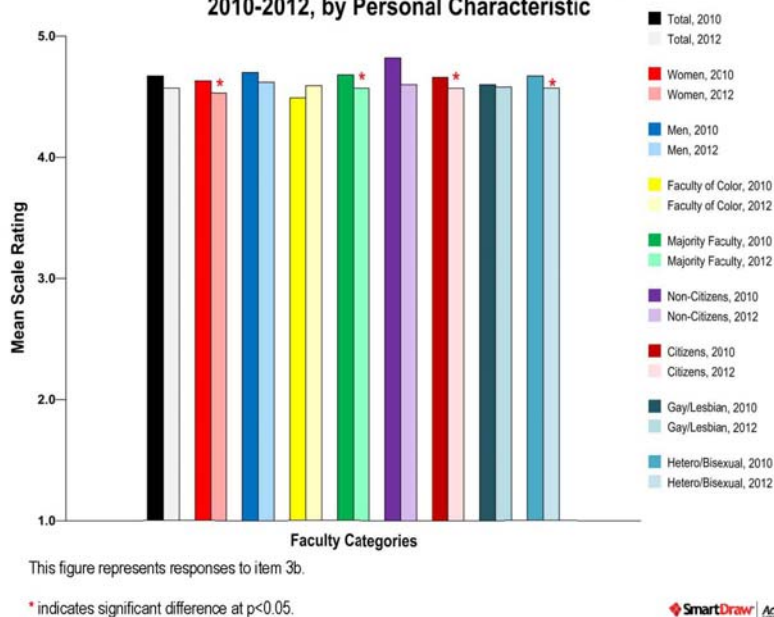
Apart from other larger patterns of results from this section, there were a few other notable changes.  Men were more satisfied with their chairs' efforts to create collegial departmental environments between waves (3.45 versus 3.65).  Majority faculty reported being treated with respect less often by staff in 2012 (4.61 versus 4.52).  Faculty of Color (3.14 versus 3.29) and Hetero/Bisexual faculty (3.13 versus 3.27) both reported being more comfortable with raising personal responsibilities when scheduling meetings in Wave 4.  Non-Citizen faculty (2.92 versus 3.68) and Clinical faculty (3.06 versus 3.31) both became more satisfied with their chairs' efforts to obtain resources for them in Wave 4.

Meanwhile, CHS faculty reported that they have to work harder than their colleagues in order to be viewed as a legitimate scholar more often in Wave 4 when compared to Wave 3 (2.64 versus 2.89).  Clinical faculty (2.99 versus 3.20) and Assistant Rank faculty (2.82 versus 3.05) felt that they had more of a voice in decisions that affect departmental directions in Wave 4, and Assistant Rank faculty also felt that all meeting participants were allowed to share their views more often in Wave 4 (3.68 versus 3.91).

Finally, we saw two changes in the items designed to measure perceptions of climate for others in the department.  Faculty of Color reported a significantly more negative departmental climate for their own group in Wave 4 (3.76 versus 3.27, see Figure 6), and SS faculty reported a more negative departmental climate for women in Wave 4 (4.13 versus 3.71).

# Section 4:  Detailed Results by Topic

# G. Diversity

Questions in this section assessed 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.  For those who indicated that they had taken at least one action, we asked them to specify what the action was, along with its outcome. We also asked faculty members about their awareness of the concept of unconscious or implicit bias in the context of a professional setting, whether they had experienced or witnessed an incident in which bias could be at play, and for a brief description of the incident and its outcome.

**Diversity Summary**
This section assessed the extent to which CHS/Clinical faculty members perceived a demonstrated commitment to diversity in their departments and at UW-Madison more generally, and about their personal commitment to diversity. We also asked whether they had intentionally engaged in an action to increase the diversity of faculty, staff, or students on the campus and, if so, invited them to share what that action was. Finally, we asked whether they were aware of unconscious or implicit bias as a concept in professional settings, whether they had personally experienced or observed an incident in which bias could be at play, and invited them to share the experience.

Consistent with our previous findings, some faculty groups perceived less demonstrated commitment in their departments and on the campus generally. Almost certainly associated with a change in measurement technique for this wave of the survey, the proportion of faculty members who said that they had intentionally engaged in an action to increase diversity in the six months prior to completing the survey decreased significantly for almost every group between waves. This measurement change and its potential implications in our results are discussed further below. Among the actions taken to increase diversity for Wave 4, the most common examples included the recruitment, admission, hiring and teaching of students, and recruitment and hiring activities.

As a group, CHS and Clinical faculty members were largely aware of the concept of unconscious or implicit bias in professional settings. Some faculty subgroups were more likely to report having being aware of the concept, or having experienced or witnessed an incident in which biased could have played a role. Faculty respondents also shared a number of illuminating incident examples.

**Diversity Details**
In this section we asked the faculty a series of questions regarding the extent to which they agreed that commitments to diversity are demonstrated in their departments and at UW-Madison, and that they are personally committed to increasing diversity. As with previous waves of the study, diversity was broadly defined as, "*race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another.*" Response choices for these questions included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7). We also asked the faculty whether they had intentionally engaged in an action to increase the diversity of faculty, staff, or students at UW-Madison in the last six months. The answer choices to this question were "Yes" and "No."

**Perceived and Personal Commitments to Increasing Diversity**
Results for faculty members' agreement with statements about commitment to diversity at UW-Madison are shown in Table D1b and in Figures D7a_1 through D7c_2 in the appendices, and the percentages of faculty members who reported taking an action to increase diversity are shown in Table D2b and in Figures D8_1 and D8_2. Overall, CHS/Clinical faculty slightly agree with the statements that commitment to diversity is demonstrated at the department (5.14) and campus levels (5.38). The faculty somewhat agree that they are personally committed to increasing the diversity of faculty, staff, and students at UW-Madison (5.90), and about one quarter of respondents (24.40%) indicated that they intentionally engaged in an action toward that goal in the last six months.

We found only a few significant differences between faculty comparison groups for this section of the survey. The first came in perceptions of less demonstrated commitment to diversity at the

departmental and campus levels.  For example, Women faculty reported seeing less commitment to diversity in their departments (4.86 versus 5.41) and at UW-Madison (5.13 versus 5.62) than Men faculty.  Faculty members of Color also reported seeing less demonstrated commitment to diversity at the departmental (4.40 versus 5.24) and campus levels (4.78 versus 5.46) than Majority Faculty.  These differences are shown in Figures 12 (by gender) and 13 (by race and ethnicity).



Figure 12: Demonstrated and Personal Commitment to Diversity by Gender

The items represented in this figure include 7a, 7b, and7c.

* indicates significant difference at p<0.05.



Figure 13: Demonstrated and Personal Commitment to Diversity by Race and Ethnicity

The items represented in this figure include 7a, 7b, and7c.

* indicates significant difference at p<0.05.
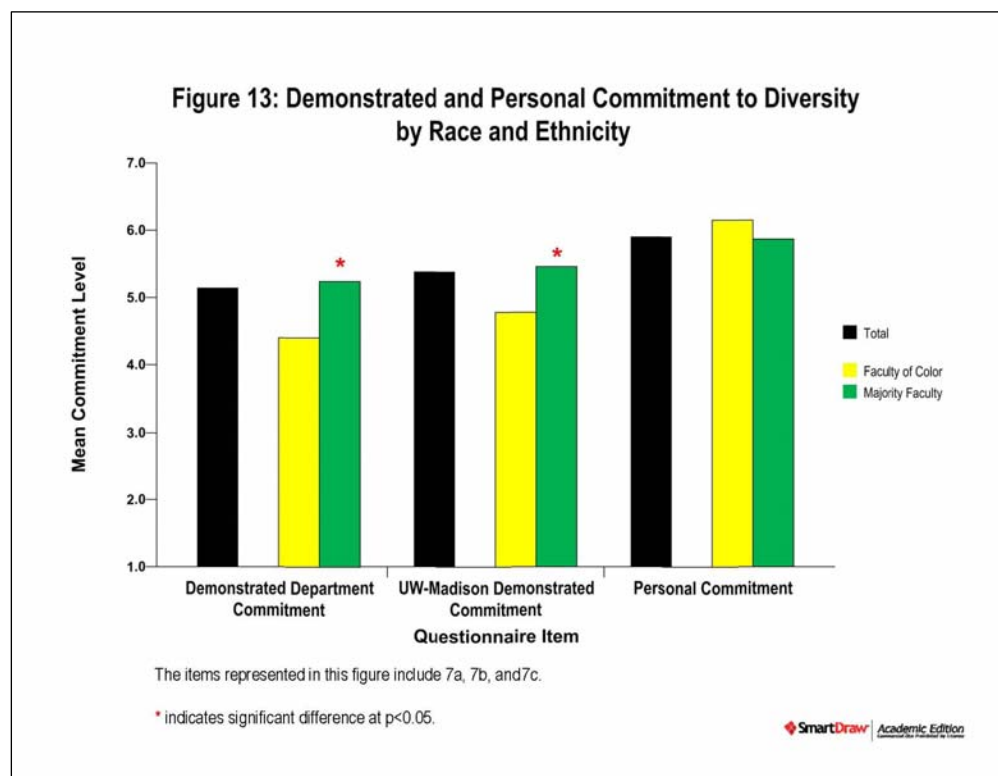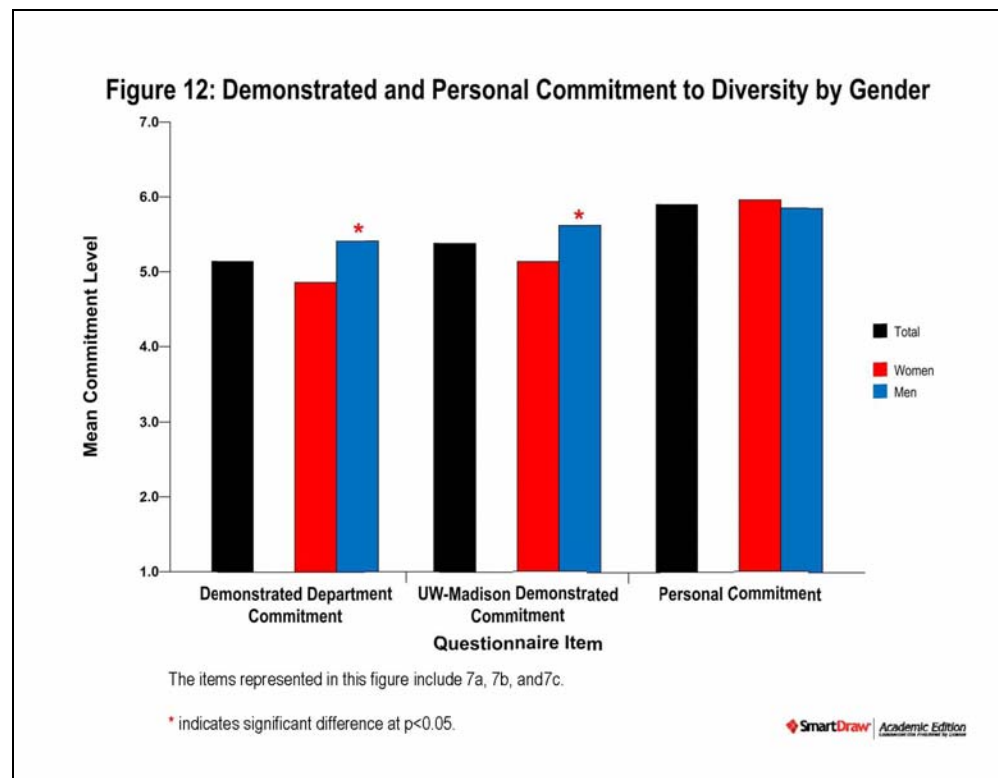
The only significant difference along divisional or disciplinary lines was found between BS faculty, who reported lower levels of personal commitment to increasing diversity when compared to SS faculty (5.86 versus 6.38).

Examining the proportion of respondents who intentionally engaged in actions to increase diversity on the campus, while Non-Citizen faculty members did not report any differences in perceived or personal commitments to diversity, they were less likely to have taken an action to increase diversity on the campus than Citizen faculty (11.54% versus 25.11%). We found more differences according to faculty disciplinary and rank groups for this item, in that BS faculty, faculty in the Clinical Professor title series, and Assistant professors were all less likely to have engaged in these actions than members of their comparison groups.

**Actions to Increase Diversity: Examples and Outcomes**
Respondents gave a wide variety of examples when asked to describe the actions they took to increase diversity, as well as any outcomes resulting from that action. The full codebook for this item is shown in Table D3b and Figure D9 in the appendices, and in Figure 14 below.



Figure 14: Faculty Actions to Increase Diversity

- Working with Students, Graduate Students, Postdocs (39%)
- Recruitment and Hiring, Retention (39%)
- Mentoring (11%)
- Service and Leadership (7%)
- Other (4%)
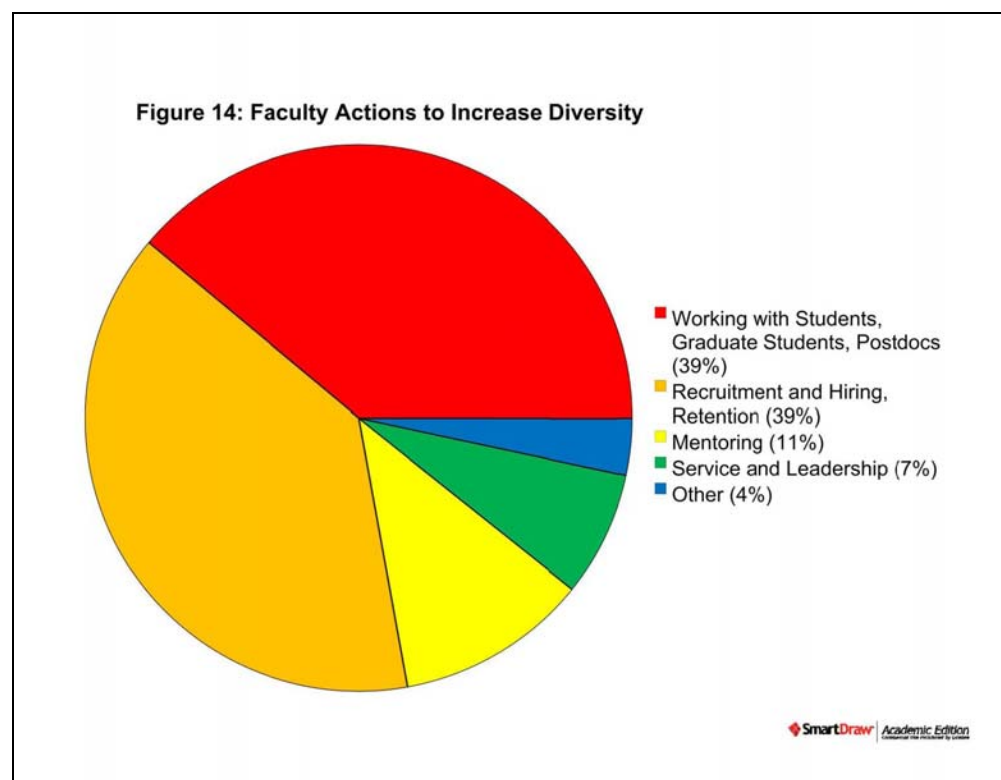
The most commonly reported actions focused on the recruitment, admission, hiring, and teaching of students. Respondents usually did not specify what group of students to whom they were referring (e.g., undergraduate and graduate students, residents), but simply wrote, "students," which we chose to interpret broadly and inclusively unless additional contextual information was provided in the response. Faculty members most often referred to working with "diverse" or "minority" students, but did not provide any specifications about what they meant by either of these terms in terms of student characteristics (e.g., race or ethnicity, gender). The next most common comments regarding work with students were more specific, in that faculty members noted that they engaged or attempted to engage with students from underrepresented racial and ethnic minority groups generally, or from more particular groups (e.g., "African

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American, Hispanic, and Native American students"). A smaller proportion of faculty members also specifically noted that they worked with students underrepresented by gender, or disability status. A subset of faculty members said that they also worked on admissions committees, or engaged in activities focused on admissions policies and practices at various levels on the campus. Examples of the actions reported in these student-centered categories included, "Working with group to reach out to diverse students," "Undergraduate recruitment of a student of color. Positive," and "I wrote a strong recommendation for a minority student's application to [PROFESSIONAL] School—she was accepted."

The second most common kind of activity that the respondents reported engaging in focused on employee recruitment, hiring, and retention. Frequently, faculty members did not specify what kind of hiring activity they were referring to, such as a faculty line search committee, and we therefore coded more broadly unless more contextual information was provided in the response. The most common activities within this response group included attention to gender or race and ethnicity in the hiring process. Some respondents noted that they had served on search committees for various positions, and that either as a member or as a chair, they or the group had paid specific or deliberate attention to diversity during the recruitment and hiring process. Examples of the actions reported in these categories included, "Created diversity recruitment plans for new positions," "Advocate for residents/hiring of faculty with some attention to how their hire would affect our diversity," and "Voiced preference to broaden diversity of group of faculty through hiring process."

Other actions reported by CHS/Clinical faculty included service and leadership activities at the department, school/college, or campus level; advocating for diversity and mindfully including it in regular research or teaching practices; engaging in outreach events; and advocating for faculty colleagues in the department. One example of a service activity was simply "Committee work," while another wrote, "Participated in student panels on being a minority & beginning your career. Several students have followed up w/ me." Some examples of mindful diversity advocacy include, "Promoted engaging minority faculty who engage in research with minority subjects as part of our department research agenda," and "I have had discussions with a colleague about developing diversity training for staff at a children's hospital... Part of this includes diversifying the nurses, resp. therapists, social workers, etc." Outreach activities included, "Engagement with underserved disadvantaged communities in Milwaukee and Ethiopia," and "Community based activities in South Madison." Finally, a few examples of the ways in which faculty members advocated for their colleagues and worked to interact positively included "Involve faculty of color in key committees & roles of influence. Thus far; positive result," and "I invited a colleague from one community to attend a meeting. This was a colleague of a different ethnic group. She attended + was welcomed."

Proportionally few respondents reported an outcome related to the actions they took to increase diversity. Among those who specified some kind of outcome, most indicated that the goal of the action they had taken (e.g., recruitment, hiring, admission) had been either successful or partially successful. For example, one respondent wrote, "I served as chairperson to a search committee seeking [POSITION NAME]. Diversity within the pool and commitment by us to promote diversity was essential. We hired an excellent candidate." Others were less specific, but still suggested a positive outcome: "Recruiting grad students (successful)." An example of a response that indicated at least partial success included, "Sought out residency applicants with diverse backgrounds. We have increased the diversity of residents somewhat." A smaller number of faculty members also reported that the goal of the action had not been achieved. For example, some respondents noted, "Offered job to female candidate. She chose another institution," "Recruitment of African American and Latino postgraduates. Outcome: Ineffective,"

and "Tried to recruit a diverse group of residents to the department. Not successful in getting under-represented minorities." Another respondent wrote, "Advocated to accept bilingual + ethnic minority residents to our training program. My opinions were heard, but I'm not sure valued at the same level." Finally, several respondents were also unsure of the outcome of their action at the time that the survey was administered.

**Awareness and Examples of Implicit or Unconscious Bias**
In this wave, we asked CHS/Clinical faculty members about their awareness of the concept of unconscious or implicit bias in the context of a professional setting, whether they had experienced or witnessed an incident in which bias could be at play, both of which had the response choices of "Yes" and "No." We also asked for a brief description of the incident and its outcome. The results for these items are shown in Tables D4b and D5b, and in Figures D10a_1 through D10c.

The majority (76.27%) was largely aware of the concept of unconscious or implicit bias in professional settings, such as the UW-Madison campus, while a much smaller proportion (26.56%) said that they had experienced or witnessed an incident in which bias could have played a role.

Some faculty subgroups were more likely to report having being aware of the concept and having experienced or witnessed an incident in which biased could have played a role, but they were not the same groups. SS faculty, CHS faculty, and Associate or Full Rank faculty members were significantly more likely to report being aware of the concept, but were not more likely to have experienced or observed a bias incident than their comparison groups. In contrast, Women faculty, Faculty of Color, and Non-Citizen faculty members were all significantly more likely to have witnessed or experienced a bias incident in the 12 months prior to completing the survey than their comparison groups, but they did not report higher awareness of the concept.

In analyzing the kinds of incidents that faculty members reported, we approached the data using two perspectives. First, we coded responses to determine what kind of personal characteristics faculty members perceived playing a potential role in the bias incident. The most commonly identified characteristics were gender, race and ethnicity, and parenthood or pregnancy status. Others included nationality or international status, sexual orientation, or part-time status. A substantial proportion of respondents did not specify a personal characteristic in their description of the incident. Next, we coded the responses to see what kinds of contexts or situations the faculty members were in when observing or experiencing potential bias incidents. The most common were disrespectful or inequitable treatment, small or "subtle" interpersonal interactions, and the treatment of students and residents. Other situations included being assigned to lower status "housekeeping" roles at the department level, encountering assumptions about lower status or ability, parental leave concerns, and salary/wage discrepancies. Although it was included in the item wording, very few faculty respondents specified an outcome to the bias incident they reported.

Examples of the bias incidents reported by the faculty were sometimes quite clear and specific to the potential source of the bias (in terms of personal characteristics) and/or the setting. Some respondents described inequitable or disrespectful treatment as a result of gender bias, writing, "Female faculty not receiving same respect or resources as male faculty members," and "Male manager mocked female receptionist," "Male manager made fun of female staff member for keeping her maiden name after marriage; very petty & unnecessary." Additionally, some of the "small" interactions included such examples as, "Small talk pleasantries involved talk about

women's shoes and handbags; I was totally shot down when I spoke about the NBA playoffs." Concerning incidents of bias that were focused on students and residents, some respondents shared, "Female student who was pregnant didn't get same understanding as male student about making up work," and "Mostly in observing resident interactions-male faculty are harder on female residents."

Some of the instances of being assigned lower status or "housekeeping" roles included "assignment to unvalued jobs goes to women far more so than men," "women faculty assigned to 'caretaking' roles vs. leadership in research," and "women are expected to take on more informal obligations; less likely to be  recognized or paid for extra activities."  Examples of faculty members encountering differing assumptions of ability and treatment based on characteristics include, "Two faculty of different genders with similar skills were handled differently by research office," "Research or work (scholarship) of an Asian male and one black male was  questioned in terms of quality + competence," and "I'm continuously underestimated as perceived minority female."  In instance of the ways in which parenting responsibilities emerged in bias events, some respondents shared, "Same sex family not recognized as a 'real' family & both parents not perceived as 'parents,'" and "Resentment over maternity leaves." Regarding differences in salaries and wages, some respondents shared examples that were focused on both gender and full-time/part-times status.  The first two dealt with gender and role expectations, with the faculty members writing, "Discussion of salary and the disparity between men and women. The group's knee jerk reaction was that men are the main 'bread winners' even though there were a  few female 'bread winners' in the group," and "Female faculty told she 'didn't need more $ as married & to a doctor.'"  Others shared incidents in which multiple characteristics came into play, noting, "Female faculty who make up most of part-time work force take a cut in pay that would be expected (no pay for time we don't work)," and "A cut in pay for work that is done to same degree as full-time faculty but compensated for with less money. Part-time employees (women mostly) take a double-hit on salary."

Some respondents commented on the nature of unconscious or implicit bias as a part of normal human cognition rather than sharing an example of an incident.  For example, a few respondents noted, "It's the USA; we build on undisputed ability to encompass bias in every day," "Implicit bias is an evolutionary 'built in' instinct that needs hard work to overcome," and "I find this a strange question as we are all [emphasis in original] prone to unconscious or implicit bias…It is foolhardy to think we all practice medicine w/o problematic biases."  While in the proportional minority among the overall responses to this item, these responses also reflect CHS/Clinical faculty members' understanding of the concept and its role in professional contexts like the UW-Madison campus.

Finally, a few CHS/Clinical respondents shared their acknowledgements of their own biases, including their insights into the issue.  One faculty member noted, "In myself—constantly having flashes of awareness into my own embedded biases.  In my colleagues, who take data regarding climate in the dept & prefer to dissect the collection methods rather than engage with the info.  Outcome here is work in progress."

**Changes Over Time**
*Changes between groups*
There were exceptionally few changes over time with respect to significant differences between groups in Wave 3 versus Wave 4 of the survey.  While Non-Citizen faculty were less likely than Citizens to have engaged in actions to increase diversity in Wave 3 (20.00% versus 38.99%) versus Wave 4 (11.54% versus 25.11%), as reported above, the difference was only significant for Wave 4.  Similarly, Clinical faculty were less likely to have taken an action than CHS faculty

members in Wave 3 (36.26% versus 40.02%) and Wave 4 (20.70% versus 28.33%), but the difference was significant only in 2012.

*Changes within groups*
This section describes changes between 2010 and 2012 for the whole response group and within categories.  We saw only one significant difference for all CHS/Clinical respondents.  The change came in the percentage of faculty members who took some kind of action to increase diversity in the six months prior to completing the survey.  In this instance, significantly fewer reported having done so in Wave 4 (38.10% versus 24.40%), and the majority of faculty subgroups also saw a significant decrease.  We hypothesize that this change in reported action may be a result of our change in measurement technique in the survey instrument.

There were no other changes between waves within groups for this section of the survey.

*A Word about Measurement*
In Wave 3, we asked faculty members whether they had taken an action to increase diversity, but we did not ask them to specify what they did.  We added this critical follow-up item in Wave 4.  It is possible that the requirement to specify an action required respondents to reflect more specifically both on the actions that they took and the timeframe that bounded the item (the 6 months before they completed the survey).  Having to name the action within a particular timeframe may have had the effect of reducing the proportion of the faculty who said that they did indeed take some action to increase diversity.  As with all self-reported data, especially when collected by self-administered, paper-and-pencil questionnaire, there will exist some variability in the accuracy of recalling autobiographical events (e.g., Tourangeau, Rips, & Rasinki, 2000; Groves, et al., 2004).  Moreover, other survey methodology research has found that when a follow-up item immediately follows a filter question like our initial question (e.g., whether the faculty member took any action to increase diversity), respondents tend to give fewer affirmative responses (Kreuter, McColloch, Presser, & Tourangeau, 2011).  We believe that this change in measurement and the resulting data provides an interesting contrast in results over time.  We do not feel that it represents a substantial decrease in the faculty's actions to increase diversity, but perhaps gives a more accurate estimate of the proportion who engage in activities at any given time.

# Section 4:  Detailed Results by Topic

# J. Satisfaction with UW-Madison

This section examines faculty satisfaction with jobs, career progression, and resources provided by the institution.  Additional items ask whether faculty 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; and reasons for which they would consider leaving.

**Satisfaction Summary**
In this section, we asked CHS/Clinical faculty members about their satisfaction with their employment at UW-Madison.  We asked about their satisfaction with being a faculty member and their career progression at UW-Madison; with the resources that support their research and scholarship, teaching, clinical work, and extension and outreach; and with their salaries.  In open-ended items, we asked them to share what factors both contribute to and detract from their satisfaction at UW-Madison.  We also asked them about the likelihood that they would leave UW-Madison in the next three years, and asked about the extent to which they had considered a number of reasons for leaving the institution.

Generally, CHS/Clinical faculty members were somewhat satisfied with their positions as faculty members and with their career progression at UW-Madison, and neither satisfied nor dissatisfied with their salaries.  As a group, they were neither likely nor unlikely to leave UW-Madison in the next three years.  Among the different subgroups, Women faculty and Faculty of Color tended to be less satisfied with various components of their worklife than Men faculty or Majority faculty.

We observed both positive and negative changes in satisfaction for CHS/Clinical faculty between waves.  For example, several faculty subgroups were significantly more satisfied with their salaries in Wave 4.  However, we noted that several new significant results indicate that Women faculty were less satisfied than members of their comparison groups in key areas, including with being a faculty member at UW-Madison, satisfaction with resources supporting their clinical work, with their salaries.  Additionally, Faculty of Color became significantly less satisfied with being faculty members at UW-Madison, and also became significantly more likely to consider leaving the institution in the next three years when compared to Majority faculty.

**Satisfaction Specifics**
For each of the items that specifically inquire about levels of satisfaction in this section, faculty members had five response choices, including "Very dissatisfied (1)", "Somewhat dissatisfied (2)," "Neither satisfied nor dissatisfied (3)," "Somewhat satisfied (4)," and "Very satisfied (5)."  Respondents could also mark "NA," which we coded as missing data.

*Satisfaction with Being a Faculty Member*
In this section, we asked faculty members to share their levels of satisfaction with being a faculty member and with their career progression at UW-Madison.  The results for these items are reported in Table S1b and in Figures S11a_1 through S11b_2 in the appendices.

In general, CHS/Clinical faculty members were somewhat satisfied with being a faculty member (3.89) and slightly less so with their career progression (3.67).  Women faculty and Faculty of Color were less satisfied than members of their comparison groups, but the difference was not significant for Faculty of Color for career progression.  Non-Citizen faculty, Gay and Lesbian faculty, and Faculty with Disabilities were all more satisfied than members of their comparison groups, with the exception of satisfaction with career progression for Faculty with Disabilities.  None of these differences reached significance, however.

We found no significant differences by divisional groups, appointment type, or rank for Wave 4.  We did assess whether any patterns emerged, however.  For example, BS faculty were less satisfied with being a faculty member but more satisfied with their career progression than SS faculty.  Faculty in the Clinical Professor title series and Assistant Rank faculty were both more satisfied with being a faculty member than their comparison groups, but less satisfied with their career progression.

*Factors Contributing to, Detracting from Satisfaction*
In the next section, we asked faculty members to share what factors both contribute to and detract most from their satisfaction. The results for these items are reported in Tables S2b and S3b and in Figures S12a and S12b in the appendices, and in Figures 15 and 16 below.[7] These items were coded using the same codebooks as developed for Wave 3.

Overall, the most common factors identified as contributing to CHS/Clinical faculty satisfaction included the quality of and their relationships with faculty colleagues, a positive institutional climate, support for their research area and recognition of their work, and their clinical work.



Figure 15: Factors Contributing Most to Faculty Satisfaction

- Specific Job Components (23%)
- Colleagues (20%)
- Collaboration/Intellectual Environment (8%)
- Leaders (UW or Dept.; 8%)
- Good Climate/Collegiality (7%)
- Facilities & Resources (6%)
- Local Characteristics (6%)
- Other (6%)
- Prestige/Quality (4%)
- Students/Postdocs (4%)
- Academic Freedom (4%)
- Mission (UW or Dept.) (4%)
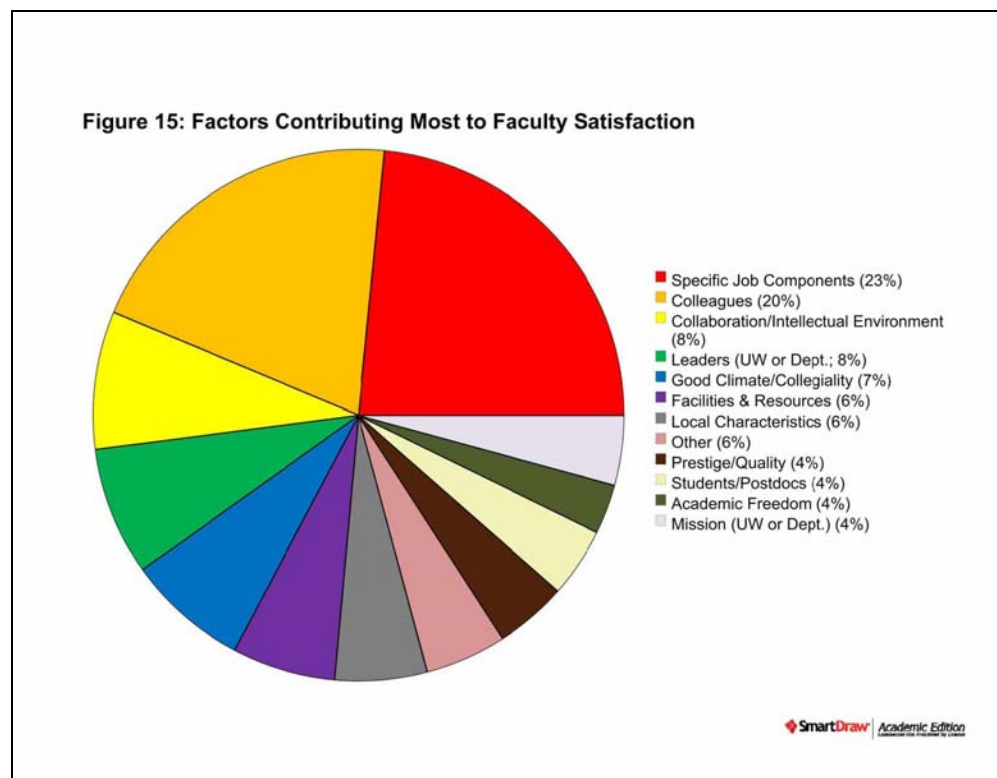
Examples of the kinds of comments CHS/Clinical faculty shared about working with their colleagues ranged from fairly generic (e.g., "colleagues," "congenial colleagues," and "supportive colleagues") to more detailed (e.g., "skilled and dedicated colleagues," and "my colleagues at our clinic"). Others commented in more detail on the ways in which their colleagues enriched their own work experiences. Responses along these lines included, "Collegiality; everyone willing to help and work together," "I love the opportunity to engage with talented; dedicated faculty & staff," and "The ability to work with very committed; intelligent and creative colleagues is very rewarding."

Examples from the positive institutional climate and community included several instances of short phrases to describe the overall environment. Instances of these comments included, "work environment," "supportive environment," "collegial environment," and "overall university

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[7] Please note that for Figure 19, different job components and accomplishments, such as teaching, research, and clinical practice were collapsed into a single category and therefore appears to be larger than the categories described in the text. Table S2b shows the number of responses coded into each of the different categories.

environment." Others were more specific about where they felt a positive climate existed, such as the CHS/Clinical respondents who wrote, "positive culture in my dept./school" and "positive department climate." Some respondents explained their thoughts more fully, attributing a positive experience of climate to positive relationships with their colleagues. Examples of these comments included, "Great work environment w/ supportive colleagues," and "Collegiate environment between faculty." Finally, others commented on the positive climate while also remarking on their organizations. Just two examples of these kinds of responses included, "working in the heart of campus-very energizing informal work place; warm + welcoming," and "part of a professional; supportive organization."

Comments in which CHS/Clinical faculty reported feeling that their work is supported and that they receive recognition for it included comments on the resource support that made the continuation of their work possible. For example, some respondents wrote, "recognition of excellence in clinical and non-NIH funding," "departmental support for intellectual endeavors/research initiatives," and "support for unique endeavors." Others commented on support in forms other than resources, including the CHS/Clinical faculty member who wrote, "positive feedback during everyday activities." Others mentioned feeling personally supported as they carry out their work. These ideas were reflected in such comments as, "respect from department chairs/CEO's/colleagues." Several faculty also noted that they feel their opinions and contributions are valued, shown in such comments as, "respect" or "feeling respected," "being valued by my supervisors," "feeling that my 'voice' is heard among my group," and "I feel valued. Am allowed to participate." Finally, one respondent shared, "I feel that my colleagues, both superiors & peers, respect + listen to me."

Finally, examples in which respondents noted their clinical work and patient interactions included brief phrases, such as "patient care," "patients," "helping patients," or "clinic." Others were more particular, noting, "Chance to see [SPECIALTY] patients in multiple settings," "use of my clinical skills with a population that I am passionate about." Finally, other respondents noted the ability to engage in clinical work while also enhancing their skills, such as the faculty member who shared, "ability to do clinical work I enjoy and develop an area of expertise."

Other less frequently cited, but still consistently noted for this wave, categories included:
- research and/or teaching opportunities and accomplishments (e.g., "opportunities to pursue many interests," "the many opportunities," "ability to grow and advance my career independently," "opportunities to teach remarkable students and to enhance social accountability of UW-SMPH," and "ability to structure worklife to focus on my main interests-patient care and teaching");
- their department chair or leaders in their division or school (e.g., "excellent chair," "understanding department chair," and "extremely supportive department chair and colleagues"); and
- academic freedom and the ability to pursue their own interests as a scholar (e.g., "academic freedom," "intellectual freedom," "independence to pursue my own research," and "autonomy to teach what I want to teach + what I think is important.")

Overall, the most common factors identified as detracting from faculty satisfaction included low or poor salaries, what they viewed as an excessive amount of rules and bureaucracy, and to status differences between different kinds of faculty members according to title series, rank, and disciplinary focus. These items were also coded using the same codebooks as developed for Wave 3.

**Figure 16: Factors Detracting Most to Faculty Satisfaction**

- Climate/Lack of Collegiality (15%)
- Resources/Support (14%)
- Leaders (UW or Dept.; 11%)
- Salary & Benefits (11%)
- Work/Career (10%)
- Department (9%)
- Other (8%)
- Service & Bureaucracy (7%)
- UW-Madison (5%)
- Madison/WI (4%)
- Budget Cuts (4%)
- Lack of Excellence (2%)
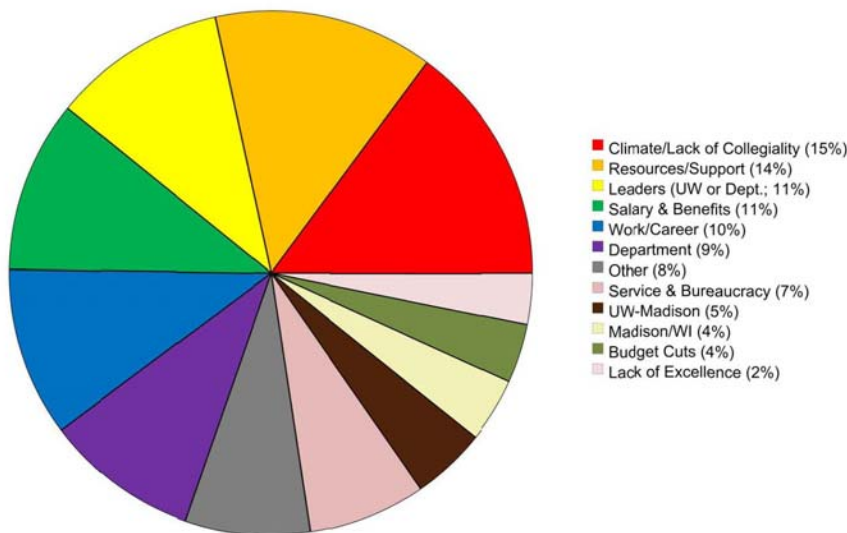
SmartDraw | Academic Edition

Examples of the kinds of comments CHS/Clinical faculty shared about low or poor salaries ranged from clear and to the point (e.g., "salary," "pay," and "money/compensation") to the emphatic (e.g., "Salary!!"). Several respondents noted the lack of competitive salaries in more specific responses, such as those who wrote, "Lagging salaries compared to other universities," and "Limited salary compared to comparable positions @ other universities AND [emphasis in original] knowing that this is unlikely to change in an applicable way (i.e., achieving parity w/ other universities)." Some respondents also referenced declining salaries and a number of other concerns. For example, one faculty member wrote, "Significant drop in income due to ↑ contributions to health insurance and retirement. No merit raises or cost of living increases in salary for years! I believe I earn less now than when I was hired in the nineties." Inequities in salary were also noted, such as the respondent who wrote, "Inability to barely pay my bills especially while others have lavish salaries."

CHS/Clinical faculty shared a number of examples and comments concerning bureaucracy. As with all other comment categories, the comments ranged from very brief words and phrases to more complete thoughts. Many simply wrote, "bureaucracy" or "large bureaucracy," for example. Others emphasized the limitations of certain regulations, including remarks such as, "red tape," "bureaucracy and administrative rigidity," "large cumbersome bureaucracy," and "bureaucracy and multiple layers of organization structure." Some faculty members addressed the ways in which bureaucracy hindered some of their activities, including, "The increased bureaucracy & administrative hurdles," and "Bureaucracy that inhibits action." Finally, a few others made similar comments about the level of detail focused upon certain activities, including such responses as, "bean-counting" and "trivial bean-counting."

Examples from the category concerning status differences among different kinds of faculty members included the straightforward (e.g., "second class status as CHS faculty," and "lowly status of clinical faculty") to the more detailed. For example, several commenters noted a lack

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of respect for certain faculty groups, such as those who wrote, "There really isn't a respected place for clinical faculty," and "Lack of respect of some academic faculty for clinical faculty." Others noted that employees who were not full time also faced some challenges, such as the respondent who wrote, "Part-time employees treated as second class citizens." Several comments noted disparities in the ways in which different groups are treated and interact with each other. Just some of these responses included:

- "Too much emphasis on basic science research in the medical school leading to disenfranchisement of clinicians; all power to tenure people who are often clueless"
- "As a clinical faculty member; doors open only to 'legal' (tenured) faculty are closed to me despite my ability to lead in some of these areas"
- "Failure to recognize clinical faculty as 'faculty' and instead relegating these essential contributors to 'staff'"
- "Failure to acknowledge clinical & non research expertise & potential contribution"
- "Bias of tenure track faculty against non-tenure track"
- "Implicit suggestion by Executive Committee that clinical faculty are not carrying their weight + that their careers and work responsibilities are more important + scholarly"

Finally, some respondents focused on the exclusion of some faculty subgroups from the decision-making processes, including such answers as, "CHS system; no vote in executive committee."

Other less frequent categories included:

- a lack of career advancement opportunities and support (e.g., "promotion system," "opportunities for advancement," "unclear standards for advancement," "the complicated process of advancement; hidden rules & agendas & back-room politics" and "lack of recognition of many of my activities & help for career advancement");
- relationships with their department chairs (e.g., "Dept. chair", "treatment by some faculty in my department, particularly the chair," "chairman is a dictator who treats clinical staff like 2nd class citizens," and "current lack of leadership by current dept chair vindictive style of department administration");
- decisions by the State legislature and governor that impact the university (e.g., "reduced morale among faculty with respect to State Gov. decisions," "tension between UW and Governor," "Wisconsin legislature/budget & political issues," "poor morale across campus due to governor's action," and "political climate in which the university finds itself. This climate does not seem to value the university.")

*Satisfaction with Resources*
In the next items, we asked faculty members how satisfied they were with various kinds of resources that support their work. Respondents were asked to think about all university, school or college, and departmental resources provided to support their research and scholarship, teaching, clinical work, and extension and outreach activities. The results for these items are reported in Table S4b through S5b and in Figures S13a_1 through S13d_2 in the appendices.

CHS/Clinical faculty were, generally, neither satisfied nor dissatisfied with these resources. They reported the most satisfaction with resources to support their clinical work (3.65) and teaching (3.57), and less with resources that support their extension and outreach activities (3.41) and research and scholarship (3.37).

We saw only one significant difference according to personal characteristics for these items. Women faculty were less satisfied than Men faculty with resources designed to support their clinical work (3.46 versus 3.83). Looking to differences by division, we saw that SS faculty were less satisfied than faculty from the BS for these measures. The difference was significant with regard to resources supporting their research and scholarship (2.81 versus 3.41) and their clinical work (3.00 versus 3.69). Comparing by title series and rank, we found that there were no significant differences between CHS and Clinical faculty, though Clinical faculty tended to have higher levels of satisfaction for each of the items. We found that Assistant Rank faculty were more satisfied for each of the measures we assessed, but the difference was not significant for resources supporting outreach and extension activities.

*Satisfaction with Salary*
Faculty were next invited to rate their satisfaction with their salaries. For this item, we did not provide an "NA" option. The results for this item are reported in Table S6b and in Figures S14_1 and S14_2 in the appendices.

CHS/Clinical faculty were neither satisfied nor dissatisfied with their salaries (3.39). More consistent with other worklife experiences found in the study, Women faculty and Faculty with Disabilities were less satisfied with their salaries than Men faculty or Faculty without Disabilities, respectively. Non-Citizens, Faculty of Color, and Gay and Lesbian faculty members were also less satisfied with salaries than their comparison groups, but the differences were not significant.

Among the divisions, title series, and ranks, BS faculty were more satisfied than SS faculty (3.46 versus 2.48). We found that CHS faculty were significantly more satisfied than Clinical faculty (3.58 versus 3.22). There was no significant different between Assistant and Associate or Full Rank faculty members.

*Likeliness to Leave UW-Madison*
Faculty were next asked to rate their likelihood that they would leave UW-Madison in the next three years. The response choices for this item were negatively coded, meaning that the most likely was the lowest number. The response choices included, "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). We did not provide an "NA" or "Don't know" choice for this item. Results for this item are reported in Table S7b and in Figures S15_1 and S15_2 in the appendices.

CHS/Clinical faculty were neither likely nor unlikely to leave UW-Madison in the next three years (3.40). Faculty of Color were significantly more likely to leave than Majority faculty (2.82 versus 3.47). Women faculty and Faculty with Disabilities were also more likely to leave than faculty in those comparison groups, but not significantly so. In addition to being the only group for which we found a significant difference, Faculty of Color reported the most likeliness to leave (2.82) of any respondent variable group, but they were still neither likely nor unlikely to do so.
We found no significant differences between faculty subgroups according to division, titles series, or rank.

*Reasons to Consider Leaving*
In the final set of questions for this section, faculty members were asked to rate the extent to which, if at all, they had considered a selection of reasons for leaving the institution. Examples from the list of reasons provided included increasing their salary, finding a more supportive work environment, reducing stress, and retirement. This section includes an important change made

to two items that had been listed individually on the Wave 3 instrument, but were combined for Wave 4.  Item 16b now listed together, rather than separately, "To improve your prospects for tenure or enhance your career in other ways."  Because this wording change and combination of items represents a measurement change, comparisons can be made over time but must be considered carefully in drawing conclusions.

The response choices for these items included "Not at all" (1), "To some extent" (2), and "To a great extent" (3).  Respondents could also choose "NA," which we coded as missing data.  For the final item in the series, we asked respondents to share and rate any other reasons for which they might consider leaving UW-Madison.  These items were coded using the same codebook as developed for Wave 3.  Results for these items are shown in Tables S9b through S12b and in Figures S16a_1 through S16i_2 in the appendices.

Overall, CHS/Clinical faculty members had considered finding a more supportive work environment (1.80), increasing their salaries (1.80), reducing stress (1.92), and other reasons that they specified (2.45) to the greatest extent as reasons for leaving.  Among these other reasons (see Table S12b for the full codebook), the geographic location of UW-Madison, relationships with leaders and administrators, and wanting to feel needed, valued, and respected were the most common categories.   These respondents were least likely to consider increased research time, improving the employment situation of a spouse or partner, or retirement as reasons for leaving their faculty position at UW-Madison.

By personal characteristics, Women faculty and Faculty of Color were more likely to have considered several of the reasons we listed to a greater extent than Men faculty or Majority faculty.  For example, they were significantly more likely to have considered improving their prospects for tenure or other ways to enhance their careers, finding a more supportive work environment, and improving the employment situation of a spouse or partner.  Faculty with Disabilities were also more likely to have considered reducing stress and improving the employment situation of a spouse or partner than Faculty without Disabilities.  Women faculty and Faculty of Color were significantly less likely to have considered retirement than members of their comparison groups, while Faculty with Disabilities were more likely to have considered this reason for leaving.  Non-Citizens were more likely to have considered increased research time than Citizens.  We found no significant differences between faculty members according to sexual orientation for this section.

We found only a few differences by division, title series, and rank for these items.  BS faculty were more likely to consider leaving UW-Madison in order to reduce stress, when compared to SS faculty.  CHS faculty had considered finding a more supportive work environment, increasing their research time, improving the employment situation of a spouse or partner, and retirement compared to Clinical faculty.  Finally, Assistant Rank faculty had considered improving employment situations for their spouses or partners, retirement, and adjusting their clinical loads to a greater extent than Associate or Full Rank faculty members.


**Change Over Time**

*Change between groups*
As with the climate section of the survey, we found several changes in the levels of faculty satisfaction between survey waves, distributed throughout the section by personal characteristics, disciplinary group, and rank and appointment.  For most items and groups for which there was a change in significance, such as a loss of significance, the difference

remained in the same general direction.  For example, while Non-Citizens were more satisfied overall with being a faculty member when compared to Citizens in both waves, the difference was no longer significant in Wave 4.  Similarly, while Women faculty and Faculty of Color were less satisfied with resources supporting their research and scholarship than were Men faculty and majority faculty in both waves, the differences did not remain significant in Wave 4.

There were other instances in which differences that were consistent in terms of direction across waves became significant in 2012.  For example, while BS faculty had been more satisfied with resources supporting their research and scholarship in both waves when compared to SS faculty, the difference became significant in 2012.  However, we noted that several new significant results indicate that Women faculty were less satisfied than members of their comparison groups in key areas, including with being a faculty member at UW-Madison, satisfaction with resources supporting their clinical work, with their salaries.  Additionally, Faculty of Color became significantly less satisfied with being faculty members at UW-Madison, and also became significantly more likely to consider leaving the institution in the next three years when compared to Majority faculty.

*Change within groups*
Within the CHS/Clinical total respondent group and in different faculty subgroups, we observed some significantly different results between waves.  For example, several faculty subgroups were significantly more satisfied with their salaries in Wave 4, including Men faculty, Majority Faculty, Citizens, and BS faculty.  These changes are seen below in Figures 17 (by personal characteristic) and 18 (by division, title series, and rank).



Figure 17: Satisfaction with Salary, 2010-2012, by Personal Characteristic

Figure 18: Satisfaction with Salary, 2010-2012, by Division, Title Series, and Rank
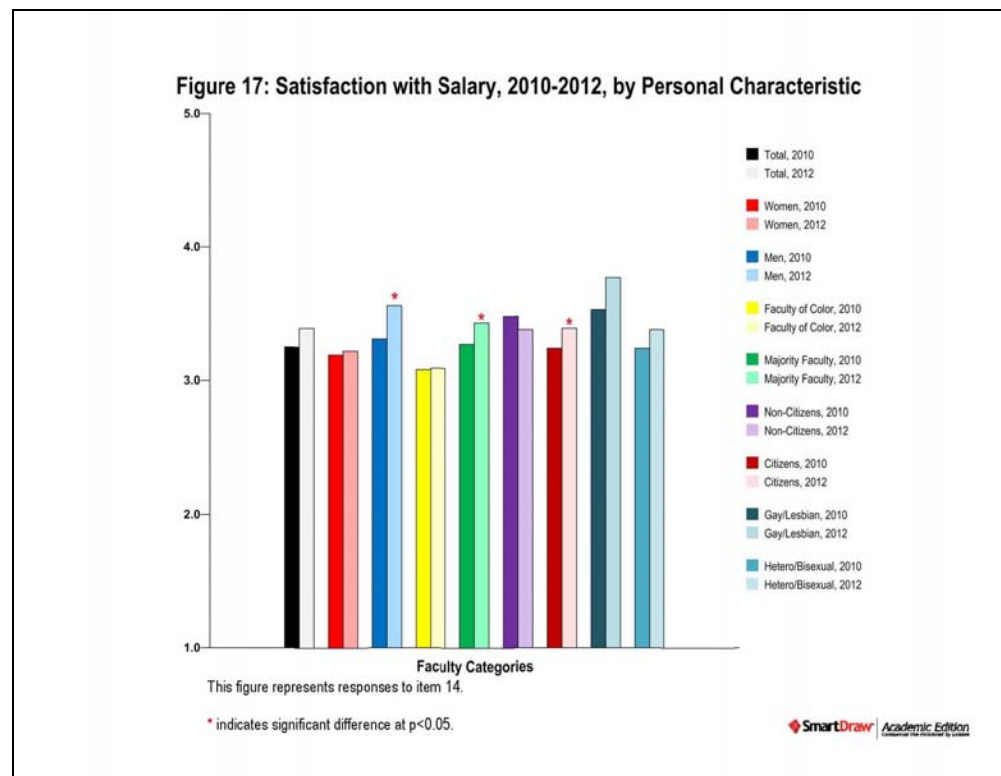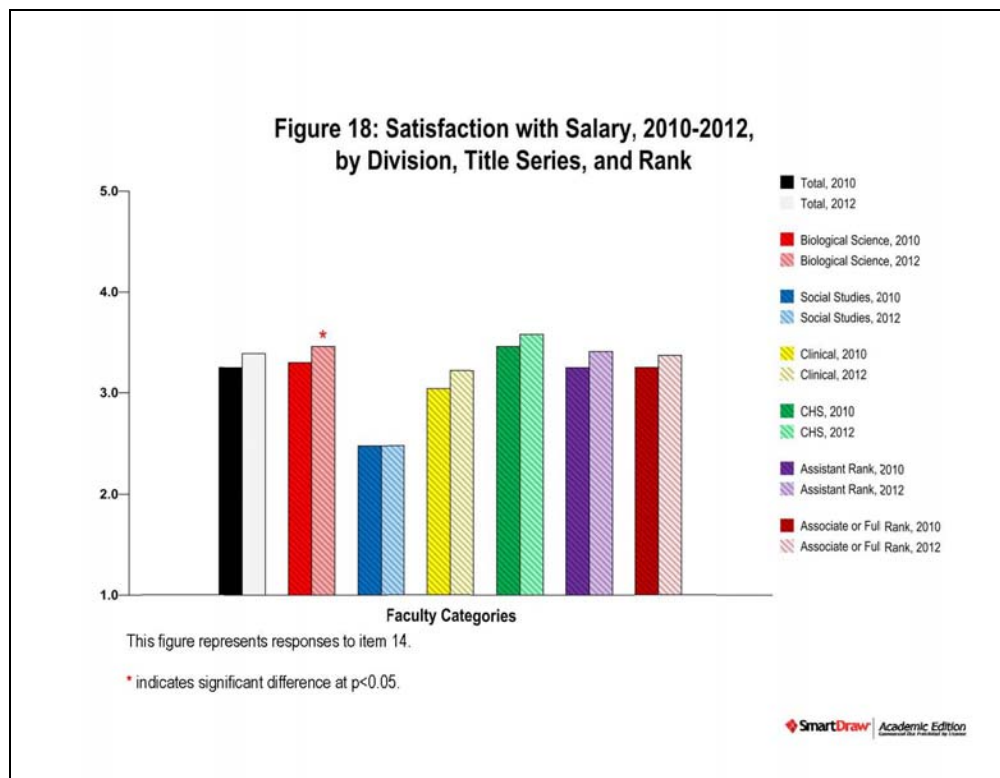
We also found that Women faculty had considered improving the employment situation of a spouse or partner to a greater extent in 2012.

# Section 5:  Appendices

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# Appendix 1:  Survey Instrument

# Study of Faculty Worklife at the University of Wisconsin-Madison 2012

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.

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

**1b. Was this after January 1, 2010?**

○ Yes        ○ No ⟶ **Go to question 3**

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

**DEPARTMENTAL CLIMATE** – We would like to know about your interactions with others in your work environment.

| 3. Thinking about interactions with colleagues and others in your department, how often... | Never | Rarely | Sometimes | Often | Very often | NA |
|---|---|---|---|---|---|---|
| a. …are you treated with respect by colleagues? | ○ | ○ | ○ | ○ | ○ | ☐ |
| b. …are you treated with respect by students? | ○ | ○ | ○ | ○ | ○ | ☐ |
| c. …are you treated with respect by staff? | ○ | ○ | ○ | ○ | ○ | ☐ |
| d. …are you treated with respect by your department chair? | ○ | ○ | ○ | ○ | ○ | ☐ |
| e. …do you feel excluded from an informal network in your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| f. …do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service? | ○ | ○ | ○ | ○ | ○ | ☐ |
| g. …do you do work that is not formally recognized by your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| h. …do you feel isolated in your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| i. …do you feel isolated on the UW campus overall? | ○ | ○ | ○ | ○ | ○ | ☐ |

| 4. Thinking about interactions with colleagues and others in your department… | Not at all | A little | Somewhat | Very | Extremely | NA |
|---|---|---|---|---|---|---|
| a. …how <u>satisfied</u> are you with the effort your department chair makes to create a collegial and supportive environment? | ○ | ○ | ○ | ○ | ○ | ☐ |
| b. …how <u>satisfied</u> are you with the effort your chair, director or dean makes to obtain resources for you? | ○ | ○ | ○ | ○ | ○ | ☐ |
| c. …how well are you <u>able to navigate</u> unwritten rules concerning how one is to conduct oneself as a faculty member? | ○ | ○ | ○ | ○ | ○ | ☐ |
| d. …how <u>reluctant</u> are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement? | ○ | ○ | ○ | ○ | ○ | ☐ |
| e. …how <u>valued</u> by your colleagues is your research and scholarship? | ○ | ○ | ○ | ○ | ○ | ☐ |
| f. …how much <u>harder do you have to work</u> than some of your colleagues, in order to be perceived as a legitimate scholar? | ○ | ○ | ○ | ○ | ○ | ☐ |
| g. …how <u>comfortable</u> are you in raising personal and family responsibilities when scheduling departmental obligations? | ○ | ○ | ○ | ○ | ○ | ☐ |
| h. …how well do you <u>fit</u> into your department or unit? | ○ | ○ | ○ | ○ | ○ | ☐ |

| 5. Thinking about your participation in the decision-making process in your department, how often… | Never | Rarely | Sometimes | Often | Almost always | NA |
|---|---|---|---|---|---|---|
| a. …do you have a voice in the decision-making that affects the direction of your department? | ○ | ○ | ○ | ○ | ○ | ☐ |
| b. …do you have a voice in how resources are allocated? | ○ | ○ | ○ | ○ | ○ | ☐ |
| c. …do meetings allow all participants to share their views? | ○ | ○ | ○ | ○ | ○ | ☐ |
| d. …do committee assignments rotate fairly? | ○ | ○ | ○ | ○ | ○ | ☐ |
| e. …does your department chair involve you in decision-making? | ○ | ○ | ○ | ○ | ○ | ☐ |

**6.** 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… | ○ | ○ | ○ | ○ | ○ | ☐ |
| b. In my department, the climate for <u>women</u> is… | ○ | ○ | ○ | ○ | ○ | ☐ |
| c. In my department, the climate for <u>faculty of color</u> is… | ○ | ○ | ○ | ○ | ○ | ☐ |

## DIVERSITY ISSUES AT UW-MADISON

**7.** For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another.

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

**8. 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 ➔ **Go to question 10a**

**9. Please describe the action you engaged in to increase diversity. What was the outcome of this action?**

**10a. In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?**

◯ Yes     ◯ No ➔ **Go to question 11**

**10b. In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison?**

◯ Yes     ◯ No ➔ **Go to question 11**

**10c. Without naming individuals, please describe what happened and the outcome.**

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

| 11. In general, how satisfied are you… | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|---|---|---|---|---|---|
| **a.** …being a faculty member at UW-Madison? | ◯ | ◯ | ◯ | ◯ | ◯ |
| **b.** …with your career progression at the UW-Madison? | ◯ | ◯ | ◯ | ◯ | ◯ |

**12a. What factors _contribute most_ to your satisfaction at UW-Madison?**

**12b. What factors _detract most_ from your satisfaction at UW-Madison?**

| 13. 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 research and scholarship? | ◯ | ◯ | ◯ | ◯ | ◯ | ☐ |
| **b.** …to support your teaching? | ◯ | ◯ | ◯ | ◯ | ◯ | ☐ |
| **c.** …to support your clinical work? | ◯ | ◯ | ◯ | ◯ | ◯ | ☐ |
| **d.** …to support your extension or outreach activities? | ◯ | ◯ | ◯ | ◯ | ◯ | ☐ |

**14. How satisfied are you with your salary?**

| Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|---|---|---|---|---|
| ◯ | ◯ | ◯ | ◯ | ◯ |

**15. 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 |
|:---:|:---:|:---:|:---:|:---:|
| ◯ | ◯ | ◯ | ◯ | ◯ |

**16. To what extent, if at all, have you considered the following as reasons to leave UW-Madison:**

| | | Not at all | To some extent | To a great extent | NA |
|---|---|:---:|:---:|:---:|:---:|
| a. | To increase your salary? | ◯ | ◯ | ◯ | ☐ |
| b. | To improve your prospects for tenure or enhance your career in other ways? | ◯ | ◯ | ◯ | ☐ |
| c. | To find a more supportive work environment? | ◯ | ◯ | ◯ | ☐ |
| d. | To increase your time to do research? | ◯ | ◯ | ◯ | ☐ |
| e. | To reduce stress? | ◯ | ◯ | ◯ | ☐ |
| f. | To improve the employment situation of your spouse or partner? | ◯ | ◯ | ◯ | ☐ |
| g. | Retirement? | ◯ | ◯ | ◯ | ☐ |
| h. | To adjust your clinical load? | ◯ | ◯ | ◯ | ☐ |
| i. | Other? Please specify: _____ | ◯ | ◯ | ◯ | ☐ |

**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.

**17. What is your sex?**   ◯ Male   ◯ Female

**18. Are you Hispanic or Latino?**   ◯ Yes   ◯ No

**19. 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: [_____]

**20. What is your sexual orientation?**

◯ Heterosexual      ◯ Gay or Lesbian      ◯ Bisexual

**21a. Do you identify as a person with a disability?**   ◯ Yes   ◯ No

**21b. Do you have a chronic physical or mental health condition?**   ◯ Yes   ◯ No

**21c. If you answered "yes" to question 21a or 21b, do you need or use any accommodations?**   ◯ Yes   ◯ No

**22. What is your citizenship status?**

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

**23. 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: [_____]

**24. Which department, unit, section, or 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 2012.**

# Section 5:  Appendices

# Appendix 2:  List of Departments

**Appendix 2. Departmental Division Designations, 2012**

| UDDS | Department_Name | Department_Division | Science/Non-Science |
|------|-----------------|:-------------------:|:-------------------:|
| A072000 | Agricultural & Applied Economics | S | Non-Science |
| A072200 | Biological Systems Engineering | P | Science |
| A072400 | Life Sciences Communication | S | Non-Science |
| A072600 | Agronomy | B | Science |
| A072700 | Animal Science | B | Science |
| A072800 | Bacteriology | B | Science |
| A073000 | Biochemistry | B | Science |
| A073400 | Dairy Science | B | Science |
| A073600 | Entomology | B | Science |
| A074000 | Food Science | B | Science |
| A074200 | Genetics | B | Science |
| A074300 | Horticulture | B | Science |
| A074600 | Nutritional Sciences | B | Science |
| A074800 | Plant Pathology | B | Science |
| A075200 | Community & Environmental Sociology | S | Non-Science |
| A075400 | Soil Science | P | Science |
| A076400 | Forest Ecology & Management | B | Science |
| A076600 | Natural Resources-Landscape Architecture | S | Non-Science |
| A076800 | Urban & Regional Planning | S | Non-Science |
| A122000 | School of Business | S | Non-Science |
| A171000 | Art | H | Non-Science |
| A171600 | Counseling Psychology | S | Non-Science |
| A172000 | Curriculum & Instruction | S | Non-Science |
| A172300 | Educational Leadership & Policy Analysis | S | Non-Science |
| A172700 | Educational Policy Studies | S | Non-Science |
| A173000 | Educational Psychology | S | Non-Science |
| A176000 | Kinesiology | B | Science |
| A176200 | 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 |
| A340000 | Graduate School | B | 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, 2012**

| UDDS | Department_Name | Department_Division | Science/Non-Science |
|------|-----------------|---------------------|---------------------|
| A482400 | English | H | 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 |
| 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 |
| A522400 | Wisconsin State Hygiene Lab | B | Science |
| A530600 | Anatomy | B | Science |
| A530900 | Anesthesiology | B | Science |
| A531100 | Cell & Regenerative Biology | B | Science |
| A531200 | Biostatistics & Medical Informatics | B | Science |
| A532000 | Family Medicine | B | Science |
| A532500 | Genetics | B | Science |
| A532800 | Obstetrics & Gynecology | B | Science |
| A532900 | Institute for Clinical & Translational Research | 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 |
| A536200 | Neuroscience | B | Science |
| A536300 | Pathology & Laboratory Medicine | B | Science |
| A536700 | Pediatrics | B | Science |
| A537200 | Pharmacology | B | Science |
| A537700 | Biomolecular Chemistry | B | Science |
| A538500 | Population Health Sciences | B | Science |
| A538900 | Psychiatry | B | Science |

**Appendix 2.  Departmental Division Designations, 2012**

| UDDS | Department_Name | Department_Division | Science/Non-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 |
| A570000 | University Health Services | B | Science |
| A872100 | Medical Sciences | B | Science |
| A873100 | Pathobiological Sciences | B | Science |
| A874100 | Comparative Biosciences | B | Science |
| A875100 | Surgical Sciences | B | Science |
| A938800 | Professional Development & Applied Studies | S | Non-Science |

# Section 5:  Appendices

# Appendix 3:  Variable Definitions

# Appendix 3: Variable Definitions

| Variable | Source | Values | Definition | TT/C* Group |
|---|---|---|---|---|
| Gender | Self-report, survey item 17 | Women | '1' if Female | TT & C |
| | | Men | '0' if Male | |
| | | | | |
| Race/Ethnicity | Self-report, survey items 19, 22 | 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 22 | 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 24. If missing, Major Department is used. | Biological Science | '1' if in Biological Science Department (Appendix 2) | TT & C |
| | | Physical Science | '1' if in Physical Science Department (Appendix 2) | |
| | | Social Studies | '1' if in Social Studies Department (Appendix 2) | |
| | | Arts & Humanities | '1' if in Arts & Humanities Department (Appendix 2) | |
| | | | | |
| Division (Ind) | Divisional Affiliation of faculty member. If not yet declared, Departmental Division (see above) is used. | Biological Science | '1' if in Biological Science Division | TT |
| | | Physical Science | '1' if in Physical Science Division | |
| | | Social Studies | '1' if in Social Studies Division | |
| | | Arts & Humanities | '1' if in Arts & Humanities Division | |
| | | | | |
| Science/Non-Science | Created from Division (Dept) variable above | Science Department | '1' if in Biological or Physical Science Department (Appendix 2) | TT |
| | | Non-Science Department | '0' if in Social Studies or Arts & Humanities Department (Appendix 2) | |

| Variable | Source | Values | Definition | TT/C* Group |
|----------|--------|--------|------------|-------------|
| Tenure Status | Self-report, survey item 23. If missing, Current Title is used. | Untenured | '1' if Assistant Professor | TT |
| | | Tenured | '0' if Associate Professor or Professor (Full) | |
| | | | | |
| Multiple Appointments | Created from Appointment Department | Multiple Appointments | '1' if Non-zero appointment percentages in more than one department | TT & C |
| | | Single Appointment | '0' if Non-zero appointment percentage in only one department | |
| | | | | |
| Disability Status | Self-report, survey items 21b, 21b, 21c | Faculty with Disability | '1' if 'Yes' to 21a or 21b. '1' if responses to items 21a and 21b were blank, but 'Yes' to 21c. | TT & C |
| | | Faculty without Disability | '0' if 'No' response to items 21a and 21b. '0' if 21a and 21b are blank but 21c is 'No'. | |
| | | | | |
| 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 20 | Gay/Lesbian | '1' if Gay or Lesbian | TT & C |
| | | Bi/Heterosexual | '0' if Heterosexual or Bisexual | |
| | | | | |
| Clinical Track Title Series | Self-report, survey item 23. 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 23. 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.

# Section 5:  Appendices

# Appendix 4:  Tables

**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 | 1,441 | 661 | 2,102 | 630 | 493 | 1,123 | 2,071 | 1,154 | 3,225 |
| Ineligible Respondents | 2 | 1 | 3 | 0 | 1 | 1 | 2 | 2 | 4 |
| Completed Surveys Returned* | 665 | 379 | 1,044 | 255 | 245 | 500 | 920 | 624 | 1,545 |
| *Response Rate* | 46.2% | 57.4% | 49.7% | 40.5% | 49.8% | 44.6% | 44.5% | 54.2% | 48.0% |

**Table RR2. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics**

| Demographic Variable | Respondents | | Non-Respondents | |
|---|---|---|---|---|
| | N | Percent | N | Percent |
| **Division (Individual)** | | | | |
| Biological Sciences | 805 | 46.0% | 944 | 54.0% |
| Physical Sciences | 228 | 47.8% | 249 | 52.2% |
| Social Studies | 306 | 51.9% | 284 | 48.1% |
| Humanities | 199 | 49.1% | 206 | 50.9% |
| **Division (Departmental)*** | | | | |
| Biological Sciences | 848 | 46.3% | 982 | 53.7% |
| Physical Sciences | 210 | 48.2% | 226 | 51.8% |
| Social Studies | 303 | 50.1% | 302 | 49.9% |
| Humanities | 177 | 50.6% | 173 | 49.4% |
| **School/College*** | | | | |
| BUS | 28 | 40.0% | 42 | 60.0% |
| CALS | 136 | 47.9% | 148 | 52.1% |
| EDUC | 68 | 49.6% | 69 | 50.4% |
| ENGR | 99 | 55.0% | 81 | 45.0% |
| L&S | 418 | 49.4% | 429 | 50.6% |
| LAW | 32 | 50.8% | 31 | 49.2% |
| MISC | 20 | 47.6% | 22 | 52.4% |
| NURS | 24 | 52.2% | 22 | 47.8% |
| PHARM | 29 | 51.8% | 27 | 48.2% |
| SMPH | 610 | 44.2% | 770 | 55.8% |
| SOHE | 21 | 61.8% | 13 | 38.2% |
| VETMED | 53 | 64.6% | 29 | 35.4% |
| **Science Department*** | | | | |
| Science | 1024 | 46.4% | 1185 | 53.6% |
| Non-Science | 514 | 50.8% | 498 | 49.2% |
| **STEMM Department*** | | | | |
| STEMM | 1177 | 46.9% | 1335 | 53.1% |
| Non-STEMM | 361 | 50.9% | 348 | 49.1% |
| **Rank** | | | | |
| Assistant Professor | 476 | 43.9% | 608 | 56.1% |
| Associate Professor | 353 | 48.1% | 381 | 51.9% |
| Professor | 715 | 51.0% | 688 | 49.0% |
| **Title Series** | | | | |
| Tenure Track | 1044 | 49.7% | 1055 | 50.3% |
| CHS | 241 | 47.3% | 269 | 52.7% |
| Clinical | 259 | 42.3% | 353 | 57.7% |
| **Tenured** | | | | |
| No | 728 | 46.1% | 850 | 53.9% |
| Yes | 816 | 49.7% | 827 | 50.3% |

**Gender**

| | | | | |
|---|---|---|---|---|
| Male | 920 | 44.5% | 1149 | 55.5% |
| Female | 624 | 54.2% | 528 | 45.8% |

**Heritage Code**

| | | | | |
|---|---|---|---|---|
| Black | 31 | 49.2% | 32 | 50.8% |
| Asian | 120 | 38.2% | 194 | 61.8% |
| Native American | 7 | 53.8% | 6 | 33.3% |
| Hispanic | 48 | 48.5% | 51 | 51.5% |
| 2 or More Races | 13 | 76.5% | 4 | 23.5% |
| Other | 1325 | 48.8% | 1390 | 51.2% |

**Faculty of Color**

| | | | | |
|---|---|---|---|---|
| Faculty of Color | 167 | 44.4% | 209 | 55.6% |
| Majority Faculty | 1377 | 48.4% | 1468 | 51.6% |

**Race/Ethnicity**

| | | | | |
|---|---|---|---|---|
| Nonwhite | 219 | 43.3% | 287 | 56.7% |
| White/Missing | 1325 | 48.8% | 1390 | 51.2% |

**Under-Represented Minority**

| | | | | |
|---|---|---|---|---|
| URM | 85 | 52.8% | 76 | 47.2% |
| Not URM | 1459 | 47.7% | 1601 | 52.3% |

**Citizenship**

| | | | | |
|---|---|---|---|---|
| U.S. Citizen | 1410 | 48.6% | 1490 | 51.4% |
| Not U.S. Citizen | 134 | 41.7% | 187 | 58.3% |

**Multiple Appointment**

| | | | | |
|---|---|---|---|---|
| Yes | 57 | 60.0% | 38 | 40.0% |
| No | 1475 | 47.2% | 1651 | 52.8% |

**Department Chair**

| | | | | |
|---|---|---|---|---|
| Yes | 65 | 56.0% | 51 | 44.0% |
| No | 1479 | 47.6% | 1626 | 52.4% |

* See Appendix 2 for definitions.

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

| Demographic Variable | Respondents N | Respondents Percent | Non-Respondents N | Non-Respondents Percent |
|---|---|---|---|---|
| **Division (Individual)** | | | | |
| Biological Sciences | 464 | 43.9% | 592 | 56.1% |
| Social Studies | 35 | 53.0% | 31 | 47.0% |
| | | | | |
| **Division (Departmental)*** | | | | |
| Biological Sciences | 464 | 43.9% | 592 | 56.1% |
| Social Studies | 35 | 53.0% | 31 | 47.0% |
| | | | | |
| **School/College*** | | | | |
| L&S | 12 | 80.0% | 3 | 20.0% |
| LAW | 13 | 46.4% | 15 | 53.6% |
| MISC | 18 | 54.5% | 15 | 45.5% |
| NURS | 16 | 55.2% | 13 | 44.8% |
| PHARM | 16 | 61.5% | 10 | 38.5% |
| SMPH | 399 | 41.6% | 559 | 58.4% |
| VETMED | 25 | 75.8% | 8 | 24.2% |
| | | | | |
| **Science Department*** | | | | |
| Science | 462 | 43.9% | 591 | 56.1% |
| Non-Science | 37 | 53.6% | 32 | 46.4% |
| | | | | |
| **STEMM Department*** | | | | |
| STEMM | 452 | 43.8% | 580 | 56.2% |
| Non-STEMM | 47 | 52.2% | 43 | 47.8% |
| | | | | |
| **Rank** | | | | |
| Assistant Professor | 248 | 39.5% | 380 | 60.5% |
| Associate Professor | 154 | 49.8% | 155 | 50.2% |
| Professor | 98 | 53.0% | 87 | 47.0% |
| | | | | |
| **Title Series** | | | | |
| CHS | 241 | 47.3% | 269 | 52.7% |
| Clinical | 259 | 42.3% | 353 | 57.7% |
| | | | | |
| **Tenured** | | | | |
| No | 500 | 44.6% | 622 | 55.4% |

**Gender**

| | | | | |
|---|---|---|---|---|
| Male | 255 | 40.5% | 375 | 59.5% |
| Female | 245 | 49.8% | 247 | 50.2% |

**Heritage Code**

| | | | | |
|---|---|---|---|---|
| Black, Nat. Am., Hispanic, 2 or More Races | 19 | 42.2% | 26 | 57.8% |
| Asian | 32 | 36.8% | 55 | 63.2% |
| Other | 449 | 45.4% | 541 | 54.6% |

**Faculty of Color**

| | | | | |
|---|---|---|---|---|
| Faculty of Color | 43 | 38.4% | 69 | 61.6% |
| Majority Faculty | 457 | 45.2% | 553 | 54.8% |

**Race/Ethnicity**

| | | | | |
|---|---|---|---|---|
| Nonwhite | 51 | 38.6% | 81 | 61.4% |
| White/Missing | 449 | 45.4% | 541 | 54.6% |

**Under-Represented Minority**

| | | | | |
|---|---|---|---|---|
| URM | 17 | 42.5% | 23 | 57.5% |
| Not URM | 483 | 44.6% | 599 | 55.4% |

**Citizenship**

| | | | | |
|---|---|---|---|---|
| U.S. Citizen | 480 | 44.7% | 593 | 55.3% |
| Not U.S. Citizen | 20 | 40.8% | 29 | 59.2% |

**Multiple Appointment**

| | | | | |
|---|---|---|---|---|
| Yes | 2 | 66.7% | 1 | 33.3% |
| No | 497 | 44.4% | 622 | 55.6% |

**Department Chair**

| | | | | |
|---|---|---|---|---|
| No | 500 | 44.6% | 622 | 55.4% |

* See Appendix 2 for definitions.

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

| Demographic Variable | Respondents | | Non-Respondents | |
|---|---|---|---|---|
| | N | Percent | N | Percent |
| **Division (Individual)** | | | | |
| Biological Sciences | 220 | 49.5% | 224 | 50.5% |
| Social Studies | 25 | 52.1% | 23 | 47.9% |
| **Division (Departmental)*** | | | | |
| Biological Sciences | 220 | 49.5% | 224 | 50.5% |
| Social Studies | 25 | 52.1% | 23 | 47.9% |
| **School/College*** | | | | |
| L&S | 9 | 81.8% | 2 | 18.2% |
| LAW | 7 | 41.2% | 10 | 58.8% |
| MISC | 9 | 52.9% | 8 | 47.1% |
| NURS | 16 | 59.3% | 11 | 40.7% |
| PHARM | 11 | 73.3% | 4 | 26.7% |
| SMPH | 179 | 46.5% | 206 | 53.5% |
| VETMED | 14 | 70.0% | 6 | 30.0% |
| **Science Department*** | | | | |
| Science | 220 | 49.5% | 224 | 50.5% |
| Non-Science | 25 | 52.1% | 23 | 47.9% |
| **STEMM Department*** | | | | |
| STEMM | 213 | 49.4% | 218 | 50.6% |
| Non-STEMM | 32 | 52.5% | 29 | 47.5% |
| **Rank** | | | | |
| Assistant Professor | 134 | 43.8% | 172 | 56.2% |
| Associate Professor | 76 | 57.6% | 56 | 42.4% |
| Professor | 35 | 64.8% | 19 | 35.2% |
| **Title Series** | | | | |
| CHS | 99 | 51.8% | 92 | 48.2% |
| Clinical | 146 | 48.5% | 155 | 51.5% |
| **Tenured** | | | | |
| No | 245 | 49.8% | 247 | 50.2% |

**Faculty of Color**

| | | | | |
|---|---|---|---|---|
| Faculty of Color | 21 | 38.2% | 34 | 61.8% |
| Majority Faculty | 224 | 51.3% | 213 | 48.7% |

**Race/Ethnicity**

| | | | | |
|---|---|---|---|---|
| Nonwhite | 25 | 39.1% | 39 | 60.9% |
| White/Missing | 220 | 51.4% | 208 | 48.6% |

**Under-Represented Minority**

| | | | | |
|---|---|---|---|---|
| URM | 7 | 41.2% | 10 | 58.8% |
| Not URM | 238 | 50.1% | 237 | 49.9% |

**Citizenship**

| | | | | |
|---|---|---|---|---|
| U.S. Citizen | 238 | 50.0% | 238 | 50.0% |
| Not U.S. Citizen | 7 | 43.8% | 9 | 56.3% |

**Multiple Appointment**

| | | | | |
|---|---|---|---|---|
| Yes | 2 | 66.7% | 1 | 33.3% |
| No | 243 | 49.7% | 246 | 50.3% |

**Department Chair**

| | | | | |
|---|---|---|---|---|
| No | 245 | 49.8% | 247 | 50.2% |

* See Appendix 2 for definitions.

**Table RR5. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Clinical/CHS Faculty Men**

| Demographic Variable | Respondents | | Non-Respondents | |
|---|---|---|---|---|
| | N | Percent | N | Percent |
| **Division (Individual)** | | | | |
| Biological Sciences | 246 | 40.2% | 366 | 59.8% |
| Social Studies | 10 | 55.6% | 8 | 44.4% |
| **Division (Departmental)*** | | | | |
| Biological Sciences | 246 | 40.2% | 366 | 59.8% |
| Social Studies | 10 | 55.6% | 8 | 44.4% |
| **School/College*** | | | | |
| L&S | 3 | 75.0% | 1 | 25.0% |
| LAW | 6 | 54.5% | 5 | 45.5% |
| MISC (inc. L&S, NURS) | 12 | 54.5% | 10 | 45.5% |
| PHARM | 5 | 45.5% | 6 | 54.5% |
| SMPH | 222 | 38.7% | 351 | 61.3% |
| VETMED | 11 | 84.6% | 2 | 15.4% |
| **Science Department*** | | | | |
| Science | 244 | 40.1% | 365 | 59.9% |
| Non-Science | 12 | 57.1% | 9 | 42.9% |
| **STEMM Department*** | | | | |
| STEMM | 241 | 40.1% | 360 | 59.9% |
| Non-STEMM | 15 | 51.7% | 14 | 48.3% |
| **Rank** | | | | |
| Assistant Professor | 115 | 35.7% | 207 | 64.3% |
| Associate Professor | 78 | 44.1% | 99 | 55.9% |
| Professor | 63 | 48.1% | 68 | 51.9% |
| **Title Series** | | | | |
| CHS | 142 | 44.5% | 177 | 55.5% |
| Clinical | 114 | 36.7% | 197 | 63.3% |
| **Tenured** | | | | |
| No | 256 | 40.6% | 374 | 59.4% |

**Faculty of Color**

| | | | | |
|---|---|---|---|---|
| Faculty of Color | 23 | 40.4% | 34 | 59.6% |
| Majority Faculty | 233 | 40.7% | 340 | 59.3% |

**Race/Ethnicity**

| | | | | |
|---|---|---|---|---|
| Nonwhite | 27 | 39.7% | 41 | 60.3% |
| White/Missing | 229 | 40.7% | 333 | 59.3% |

**Under-Represented Minority**

| | | | | |
|---|---|---|---|---|
| URM | 11 | 47.8% | 12 | 52.2% |
| Not URM | 245 | 40.4% | 362 | 59.6% |

**Citizenship**

| | | | | |
|---|---|---|---|---|
| U.S. Citizen | 243 | 40.7% | 354 | 59.3% |
| Not U.S. Citizen | 13 | 39.4% | 20 | 60.6% |

**Multiple Appointment**

| | | | | |
|---|---|---|---|---|
| No | 256 | 40.6% | 374 | 59.4% |

**Department Chair**

| | | | | |
|---|---|---|---|---|
| No | 256 | 40.6% | 374 | 59.4% |

* See Appendix 2 for definitions.

**Table H1b.  Satisfaction with the Hiring Process, New Faculty Hired 2010-2012.  Clinical/CHS Faculty Only**

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

| | …the overall hiring process? | | | | | | …the department's effort to obtain resources for you? | | | | …the department faculty's efforts to meet you? | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2010 | | | 2012 | | | 2010 | | 2012 | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std Dev | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| Total | 175 | 3.59 | (0.96) | 99 | 3.81 | (0.99) | 3.54 | (1.05) | 3.60 | (1.05) | 3.72 | (1.04) | 3.78 | (1.02) |
| Women | 99 | 3.54 | (0.88) | 51 | 3.80 | (0.96) | 3.39 | (1.06) * | 3.64 | (1.03) | 3.64 | (1.11) | 3.72 | (1.08) |
| Men | 76 | 3.67 | (1.05) | 48 | 3.81 | (1.02) | 3.74 | (0.99) | 3.56 | (1.09) | 3.83 | (0.95) | 3.83 | (0.97) |
| Faculty of Color | 21 | 3.67 | (1.02) | 18 | 4.11 | (0.68) | 3.60 | (1.19) | 3.83 | (0.92) | 3.84 | (0.96) | 4.06 | (0.90) |
| Majority Faculty | 153 | 3.58 | (0.95) | 81 | 3.74 | (1.03) | 3.53 | (1.03) | 3.55 | (1.08) | 3.70 | (1.06) | 3.72 | (1.04) |
| Not US Citizen | 13 | 3.38 | (0.51) | 12 | 4.08 | (0.67) ↑ | 3.42 | (0.79) | 3.83 | (0.94) | 2.91 | (1.30) * | 3.92 | (0.79) ↑ |
| US Citizen | 162 | 3.61 | (0.99) | 87 | 3.77 | (1.02) | 3.55 | (1.06) | 3.57 | (1.07) | 3.79 | (1.00) | 3.76 | (1.05) |
| Clinical | 88 | 3.58 | (0.98) | 59 | 3.66 | (1.03) | 3.54 | (1.06) | 3.46 | (1.04) | 3.59 | (1.11) | 3.74 | (0.99) |
| CHS | 86 | 3.62 | (0.95) | 40 | 4.03 | (0.89) ↑ | 3.56 | (1.03) | 3.82 | (1.05) | 3.89 | (0.95) | 3.84 | (1.08) |
| Assistant Rank | 143 | 3.54 | (0.97) | 86 | 3.78 | (0.95) | 3.54 | (1.04) | 3.56 | (1.05) | 3.74 | (1.04) | 3.78 | (0.98) |
| Associate or Full Rank | 32 | 3.84 | (0.92) | 13 | 4.00 | (1.22) | 3.58 | (1.09) | 3.85 | (1.07) | 3.65 | (1.08) | 3.77 | (1.30) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Clinical/CHS Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  Respondents could also choose "NA".

While we collected data for faculty members with disabilities; gay, lesbian, and bisexual faculty members; faculty members in the Social Studies division; faculty members with multiple appointments; and faculty members who are department chairs, the number of respondents for this section of the survey was too small to make meaningful comparisons.

**Table H2b.  Satisfaction with the Hiring Process, New Faculty Hired 2010-2012.  Clinical/CHS Faculty Only**

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

| | …your interactions with the search committee? | | | | | | …your start up package? | |
| | 2010 | | | 2012 | | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. |
| Total | 175 | 3.75 | (0.99) | 99 | 3.89 | (1.10) | 3.51 | (1.11) |
| Women | 99 | 3.71 | (0.90) | 51 | 4.06 | (1.08) | 3.61 | (1.06) |
| Men | 76 | 3.79 | (1.08) | 48 | 3.69 | (1.11) | 3.41 | (1.17) |
| Faculty of Color | 21 | 3.91 | (1.14) | 18 | 4.21 | (0.98) | 3.76 | (0.83) |
| Majority Faculty | 153 | 3.72 | (0.98) | 81 | 3.80 | (1.12) | 3.45 | (1.17) |
| Not US Citizen | 13 | 2.67 | (1.12) * | 12 | 4.13 | (0.83) ↑ | 3.45 | (1.04) |
| US Citizen | 162 | 3.86 | (0.92) | 87 | 3.86 | (1.14) | 3.52 | (1.13) |
| Clinical | 88 | 3.75 | (0.98) | 59 | 3.82 | (1.05) | 3.38 | (1.06) |
| CHS | 86 | 3.77 | (1.03) | 40 | 4.00 | (1.19) | 3.70 | (1.18) |
| Assistant Rank | 143 | 3.70 | (1.00) | 86 | 3.91 | (1.04) | 3.54 | (3.29) |
| Associate or Full Rank | 32 | 3.95 | (0.95) | 13 | 3.78 | (1.48) | 3.30 | (1.06) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Clinical/CHS Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  Respondents could also choose "NA".

While we collected data for faculty members with disabilities, gay, lesbian, and bisexual faculty members, faculty members in the Social Studies division, faculty members with multiple appointments, and faculty members who are department chairs, the number of respondents for this section of the survey was too small to make meaningful comparisons.  Clinical and CHS faculty members were not asked about their startup packages in 2010, and therefore comparisons are not available for that item.

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

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

|  | …are you treated with respect by colleagues? | | | | | | | | …are you treated with respect by students? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 2010 | | | | 2012 | | | | 2010 | | 2012 | | |
|  | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | | Mean | Std. Dev. | Mean | Std. Dev. | |
| Total | 550 | 4.42 | (0.73) | | 498 | 4.40 | (0.77) | | 4.67 | (0.54) | 4.57 | (0.61) | |
| Women | 275 | 4.30 | (0.81) | * | 244 | 4.28 | (0.81) | * | 4.63 | (0.56) | 4.53 | (0.62) | ↓ |
| Men | 275 | 4.54 | (0.63) | | 254 | 4.51 | (0.71) | | 4.70 | (0.51) | 4.62 | (0.60) | |
| Faculty of Color | 52 | 4.33 | (0.83) | | 56 | 4.09 | (0.86) | * | 4.49 | (0.65) | 4.58 | (0.60) | |
| Majority Faculty | 497 | 4.43 | (0.72) | | 442 | 4.44 | (0.75) | | 4.68 | (0.52) | 4.57 | (0.61) | ↓ |
| Not US Citizen | 24 | 4.67 | (0.56) | | 26 | 4.65 | (0.56) | * | 4.82 | (0.39) | 4.60 | (0.71) | |
| US Citizen | 526 | 4.41 | (0.74) | | 472 | 4.39 | (0.78) | | 4.66 | (0.54) | 4.57 | (0.61) | ↓ |
| Gay/Lesbian | 15 | 4.53 | (0.83) | | 13 | 4.62 | (0.65) | | 4.60 | (0.63) | 4.58 | (0.67) | |
| Hetero/Bisexual | 535 | 4.42 | (0.73) | | 475 | 4.40 | (0.77) | | 4.67 | (0.53) | 4.57 | (0.61) | ↓ |
| Faculty with Disability | NA | -- | -- | | 41 | 4.37 | (0.83) | | -- | -- | 4.53 | (0.60) | |
| Faculty without Disability | NA | -- | -- | | 452 | 4.40 | (0.76) | | -- | -- | 4.57 | (0.61) | |
| Biological Science | 514 | 4.43 | (0.73) | | 463 | 4.41 | (0.76) | | 4.66 | (0.54) | 4.58 | (0.61) | ↓ |
| Social Studies | 34 | 4.26 | (0.75) | | 34 | 4.18 | (0.87) | | 4.74 | (0.45) | 4.50 | (0.56) | |
| Clinical | 280 | 4.40 | (0.75) | | 256 | 4.41 | (0.80) | | 4.67 | (0.56) | 4.57 | (0.60) | |
| CHS | 269 | 4.43 | (0.72) | | 242 | 4.38 | (0.74) | | 4.66 | (0.51) | 4.57 | (0.62) | |
| Assistant Rank | 256 | 4.42 | (0.70) | | 235 | 4.44 | (0.78) | | 4.65 | (0.54) | 4.59 | (0.56) | |
| Associate or Full Rank | 294 | 4.42 | (0.76) | | 263 | 4.37 | (0.76) | | 4.68 | (0.54) | 4.55 | (0.65) | ↓ |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at $p<.05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).  Respondents could also choose "NA."

**Table DC2b.  Treated With Respect, CHS/Clinical Faculty Only**

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

| | …are you treated with respect by staff? | | | | | | | …are you treated with respect by your department chair? | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2010 | | | | 2012 | | | 2010 | | | 2012 | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | Mean | Std. Dev. | | Mean | Std. Dev. |
| Total | 550 | 4.59 | (0.62) | | 498 | 4.51 | (0.71) | 4.28 | (0.94) | | 4.28 | (1.00) |
| Women | 275 | 4.49 | (0.69) | * | 244 | 4.45 | (0.74) | 4.28 | (0.91) | | 4.21 | (1.00) |
| Men | 275 | 4.68 | (0.53) | | 254 | 4.56 | (0.67) | 4.29 | (0.97) | | 4.35 | (0.99) |
| Faculty of Color | 52 | 4.29 | (0.81) | * | 56 | 4.41 | (0.71) | 4.13 | (1.09) | | 4.06 | (1.17) |
| Majority Faculty | 497 | 4.61 | (0.59) | | 442 | 4.52 | (0.71) ↓ | 4.30 | (0.92) | | 4.31 | (0.97) |
| Not US Citizen | 24 | 4.71 | (0.55) | | 26 | 4.54 | (0.58) | 4.74 | (0.45) * | | 4.67 | (0.87) * |
| US Citizen | 526 | 4.58 | (0.62) | | 472 | 4.51 | (0.71) | 4.26 | (0.95) | | 4.26 | (1.00) |
| Gay/Lesbian | 15 | 4.60 | (0.63) | | 13 | 4.08 | (1.12) * | 4.43 | (0.94) | | 4.50 | (0.80) |
| Hetero/Bisexual | 535 | 4.59 | (0.62) | | 475 | 4.53 | (0.68) | 4.29 | (0.94) | | 4.28 | (1.01) |
| Faculty with Disability | NA | -- | -- | | 41 | 4.44 | (0.84) | -- | -- | | 4.15 | (1.01) |
| Faculty without Disability | NA | -- | -- | | 452 | 4.52 | (0.69) | -- | -- | | 4.29 | (1.00) |
| Biological Science | 514 | 4.59 | (0.62) | | 463 | 4.52 | (0.70) | 4.26 | (0.95) | | 4.29 | (1.01) |
| Social Studies | 34 | 4.59 | (0.61) | | 34 | 4.29 | (0.84) | 4.50 | (0.67) | | 4.16 | (0.85) |
| Clinical | 280 | 4.58 | (0.64) | | 256 | 4.49 | (0.74) | 4.31 | (0.92) | | 4.33 | (0.97) |
| CHS | 269 | 4.59 | (0.61) | | 242 | 4.53 | (0.67) | 4.25 | (0.96) | | 4.23 | (1.03) |
| Assistant Rank | 256 | 4.59 | (0.60) | | 235 | 4.53 | (0.65) | 4.36 | (0.89) | | 4.42 | (0.91) * |
| Associate or Full Rank | 294 | 4.58 | (0.63) | | 263 | 4.49 | (0.76) | 4.22 | (0.97) | | 4.17 | (1.05) |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at $p<.05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).  Respondents could also choose "NA."

**Table DC3b.  Feelings of Exclusion, CHS/Clinical Faculty Only**

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

| | …do you feel excluded from an informal network in your department? | | | | | | …do your department colleagues solicit your opinions about work-related matters? | | | | …do you do work that is not formally recognized by your department? | | | |
| | 2010 | | | 2012 | | | 2010 | | 2012 | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 551 | 2.66 | (1.21) | 489 | 2.69 | (1.16) | 3.62 | (0.92) | 3.56 | (0.99) | 3.35 | (1.09) | 3.37 | (1.09) |
| Women | 275 | 2.82 | (1.23) * | 244 | 2.87 | (1.17) * | 3.51 | (0.96) * | 3.49 | (1.01) | 3.35 | (1.09) | 3.44 | (1.13) |
| Men | 275 | 2.49 | (1.16) | 254 | 2.53 | (1.13) | 3.74 | (0.88) | 3.63 | (0.97) | 3.34 | (1.08) | 3.30 | (1.04) |
| Faculty of Color | 52 | 2.72 | (1.21) | 56 | 3.02 | (1.14) * | 3.58 | (0.95) | 3.27 | (0.96) * | 3.06 | (1.32) | 3.42 | (1.10) |
| Majority Faculty | 497 | 2.66 | (1.21) | 442 | 2.65 | (1.16) | 3.63 | (0.92) | 3.60 | (0.99) | 3.38 | (1.05) | 3.36 | (1.09) |
| Not US Citizen | 25 | 2.46 | (1.18) | 26 | 2.64 | (1.19) | 3.83 | (0.96) | 3.62 | (1.24) | 3.00 | (0.69) * | 2.73 | (1.00) * |
| US Citizen | 526 | 2.67 | (1.21) | 472 | 2.70 | (1.16) | 3.62 | (0.92) | 3.56 | (0.98) | 3.36 | (1.10) | 3.41 | (1.08) |
| Gay/Lesbian | 15 | 2.60 | (1.24) | 13 | 2.69 | (1.18) | 3.93 | (1.10) | 3.69 | (1.18) | 3.33 | (1.18) | 3.62 | (1.19) |
| Hetero/Bisexual | 526 | 2.65 | (1.20) | 475 | 2.68 | (1.17) | 3.61 | (0.92) | 3.56 | (0.98) | 3.34 | (1.08) | 3.35 | (1.08) |
| Faculty with Disability | NA | -- | -- | 41 | 2.98 | (1.17) | -- | -- | 3.51 | (1.00) | -- | -- | 3.54 | (0.95) |
| Faculty without Disability | NA | -- | -- | 452 | 2.66 | (1.16) | -- | -- | 3.57 | (0.99) | -- | -- | 3.35 | (1.10) |
| Biological Science | 514 | 2.66 | (1.20) | 463 | 2.68 | (1.16) | 3.62 | (0.91) | 3.59 | (0.99) | 3.33 | (1.09) | 3.36 | (1.08) |
| Social Studies | 34 | 2.68 | (1.22) | 34 | 2.85 | (1.23) | 3.74 | (1.14) | 3.26 | (1.02) | 3.52 | (1.03) | 3.50 | (1.16) |
| Clinical | 280 | 2.69 | (1.24) | 256 | 2.68 | (1.17) | 3.52 | (0.99) * | 3.48 | (1.03) | 3.30 | (1.15) | 3.21 | (1.14) * |
| CHS | 270 | 2.64 | (1.17) | 242 | 2.71 | (1.15) | 3.73 | (0.85) | 3.65 | (0.95) | 3.39 | (1.02) | 3.54 | (1.00) |
| Assistant Rank | 256 | 2.56 | (1.16) | 235 | 2.59 | (1.12) * | 3.54 | (0.92) | 3.53 | (1.03) | 3.10 | (1.13) * | 3.15 | (1.06) * |
| Associate or Full Rank | 294 | 2.74 | (1.25) | 263 | 2.79 | (1.19) | 3.70 | (0.93) | 3.59 | (0.96) | 3.56 | (1.00) | 3.56 | (1.08) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5).  Respondents could also choose "NA."

**Table DC4b. Feelings of Exclusion, CHS/Clinical Faculty Only**

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

| | …do you feel isolated in your department? | | | | | | …do you feel isolated on the UW campus overall? | | | | |
| | 2010 | | | 2012 | | | 2010 | | 2012 | | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 551 | 2.52 | (1.17) | 489 | 2.46 | (1.16) | 2.73 | (1.23) | 2.72 | (1.18) | |
| Women | 275 | 2.65 | (1.18) * | 244 | 2.59 | (1.16) * | 2.83 | (1.28) | 2.89 | (1.17) * |
| Men | 275 | 2.39 | (1.15) | 254 | 2.34 | (1.15) | 2.64 | (1.18) | 2.55 | (1.17) | |
| Faculty of Color | 52 | 2.74 | (1.32) | 56 | 3.05 | (1.16) * | 3.02 | (1.53) | 3.20 | (1.09) * |
| Majority Faculty | 497 | 2.50 | (1.15) | 442 | 2.39 | (1.14) | 2.70 | (1.19) | 2.66 | (1.18) | |
| Not US Citizen | 25 | 2.16 | (0.94) | 26 | 2.12 | (1.07) | 2.46 | (0.88) | 2.31 | (0.84) * |
| US Citizen | 526 | 2.54 | (1.18) | 472 | 2.48 | (1.17) | 2.74 | (1.25) | 2.74 | (1.20) | |
| Gay/Lesbian | 15 | 2.40 | (1.18) | 13 | 2.54 | (1.39) | 2.64 | (1.39) | 2.69 | (1.11) | |
| Hetero/Bisexual | 526 | 2.53 | (1.17) | 475 | 2.45 | (1.16) | 2.74 | (1.23) | 2.72 | (1.19) | |
| Faculty with Disability | NA | -- | -- | 41 | 2.78 | (1.31) | -- | -- | 3.12 | (1.27) * |
| Faculty without Disability | NA | -- | -- | 452 | 2.43 | (1.15) | -- | -- | 2.68 | (1.17) | |
| Biological Science | 514 | 2.50 | (1.16) | 463 | 2.44 | (1.16) | 2.71 | (1.22) | 2.69 | (1.18) | |
| Social Studies | 34 | 2.76 | (1.28) | 34 | 2.76 | (1.13) | 2.91 | (1.40) | 3.09 | (1.16) | |
| Clinical | 280 | 2.55 | (1.18) | 256 | 2.40 | (1.13) | 2.75 | (1.23) | 2.68 | (1.16) | |
| CHS | 270 | 2.49 | (1.17) | 242 | 2.52 | (1.19) | 2.71 | (1.24) | 2.76 | (1.21) | |
| Assistant Rank | 256 | 2.48 | (1.12) | 235 | 2.39 | (1.12) | 2.68 | (1.17) | 2.63 | (1.13) | |
| Associate or Full Rank | 294 | 2.55 | (1.22) | 263 | 2.52 | (1.20) | 2.77 | (1.29) | 2.80 | (1.22) | |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

**Table DC5b.  Interactions with Department Chair, CHS/Clinical Faculty Only**

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

| | …how satisfied are you with your chair's effort to create a collegial environment? | | | | | | | …how satisfied are you with your chair's effort to obtain resources for you? | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2010 | | | 2012 | | | | 2010 | | 2012 | | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | | Mean | Std. Dev. | Mean | Std. Dev. | |
| Total | 546 | 3.36 | (1.16) | 492 | 3.46 | (1.17) | | 3.10 | (1.16) | 3.23 | (1.13) | |
| Women | 276 | 3.27 | (1.17) | 242 | 3.26 | (1.16) | * | 3.01 | (1.17) | 3.07 | (1.16) | * |
| Men | 270 | 3.45 | (1.14) | 252 | 3.65 | (1.15) | ↑ | 3.20 | (1.15) | 3.39 | (1.09) | |
| Faculty of Color | 51 | 3.25 | (1.26) | 56 | 3.21 | (1.19) | | 3.04 | (1.17) | 3.09 | (1.19) | |
| Majority Faculty | 493 | 3.37 | (1.15) | 436 | 3.49 | (1.16) | | 3.11 | (1.16) | 3.25 | (1.12) | |
| Not US Citizen | 25 | 3.40 | (1.12) | 25 | 3.80 | (1.19) | | 2.92 | (1.08) | 3.68 | (0.95) | * ↑ |
| US Citizen | 521 | 3.36 | (1.16) | 467 | 3.44 | (1.17) | | 3.11 | (1.16) | 3.21 | (1.14) | |
| Gay/Lesbian | 15 | 3.60 | (1.06) | 13 | 3.69 | (1.18) | | 3.36 | (1.08) | 3.33 | (1.15) | |
| Hetero/Bisexual | 521 | 3.36 | (1.15) | 468 | 3.47 | (1.17) | | 3.09 | (1.15) | 3.23 | (1.14) | |
| Faculty with Disability | NA | -- | -- | 40 | 3.43 | (1.06) | | -- | -- | 3.08 | (1.20) | |
| Faculty without Disability | NA | -- | -- | 446 | 3.47 | (1.18) | | -- | -- | 3.24 | (1.13) | |
| Biological Science | 511 | 3.37 | (1.16) | 457 | 3.49 | (1.17) | | 3.10 | (1.17) | 3.24 | (1.14) | |
| Social Studies | 34 | 3.21 | (1.07) | 34 | 3.09 | (1.19) | | 3.03 | (1.00) | 3.18 | (0.97) | |
| Clinical | 276 | 3.35 | (1.17) | 249 | 3.51 | (1.16) | | 3.06 | (1.16) | 3.31 | (1.09) | ↑ |
| CHS | 269 | 3.37 | (1.15) | 242 | 3.41 | (1.17) | | 3.14 | (1.16) | 3.15 | (1.17) | |
| Assistant Rank | 254 | 3.45 | (1.10) | 231 | 3.58 | (1.11) | * | 3.22 | (1.15) | 3.41 | (1.10) | * |
| Associate or Full Rank | 292 | 3.29 | (1.20) | 263 | 3.36 | (1.21) | | 3.01 | (1.16) | 3.07 | (1.13) | |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  Respondents could also choose "NA."

**Table DC6b.  Interactions with Colleagues, CHS/Clinical Faculty Only**

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

| | …how well are you able to navigate unwritten rules? | | | | | | …how reluctant are you to voice concerns? | | | | …how comfortable are you raising personal responsibilities when scheduling? | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | | | 2012 | | | 2010 | | 2012 | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| Total | 546 | 3.48 | (0.99) | 496 | 3.43 | (0.95) | 2.44 | (1.28) | 2.41 | (1.20) | 3.15 | (1.11) | 3.27 | (1.04) |
| Women | 276 | 3.39 | (0.96) * | 242 | 3.24 | (0.97) * | 2.69 | (1.29) * | 2.63 | (1.24) * | 3.01 | (1.07) * | 3.11 | (1.02) * |
| Men | 270 | 3.57 | (1.00) | 252 | 3.62 | (0.90) | 2.20 | (1.23) | 2.20 | (1.13) | 3.29 | (1.13) | 3.43 | (1.03) |
| Faculty of Color | 51 | 3.15 | (1.07) * | 56 | 3.18 | (0.88) * | 2.78 | (1.52) | 2.63 | (1.28) | 3.17 | (1.25) | 3.15 | (1.21) |
| Majority Faculty | 493 | 3.51 | (0.97) | 436 | 3.46 | (0.96) | 2.41 | (1.25) | 2.38 | (1.19) | 3.14 | (1.09) | 3.29 | (1.01) ↑ |
| Not US Citizen | 25 | 3.26 | (1.14) | 25 | 3.38 | (0.65) | 2.43 | (1.04) | 2.35 | (1.27) | 3.20 | (1.08) | 3.08 | (1.02) |
| US Citizen | 521 | 3.49 | (0.98) | 467 | 3.43 | (0.97) | 2.44 | (1.29) | 2.41 | (1.20) | 3.15 | (1.11) | 3.28 | (1.04) |
| Gay/Lesbian | 15 | 3.60 | (0.99) | 13 | 3.15 | (0.99) | 2.33 | (1.18) | 2.62 | (1.50) | 3.57 | (1.22) | 3.23 | (1.48) |
| Hetero/Bisexual | 521 | 3.47 | (0.99) | 468 | 3.43 | (0.95) | 2.45 | (1.28) | 2.41 | (1.20) | 3.13 | (1.10) | 3.27 | (1.03) ↑ |
| Faculty with Disability | NA | -- | -- | 40 | 3.36 | (0.99) | -- | -- | 2.68 | (1.25) | -- | -- | 3.56 | (0.99) |
| Faculty without Disability | NA | -- | -- | 446 | 3.43 | (0.95) | -- | -- | 2.39 | (1.20) | -- | -- | 3.24 | (1.04) |
| Biological Science | 511 | 3.50 | (0.99) | 457 | 3.46 | (0.96) * | 2.42 | (1.27) | 2.40 | (1.20) | 3.14 | (1.12) | 3.26 | (1.04) |
| Social Studies | 34 | 3.21 | (0.93) | 34 | 3.12 | (0.78) | 2.65 | (1.39) | 2.61 | (1.25) | 3.27 | (0.91) | 3.36 | (1.06) |
| Clinical | 276 | 3.41 | (1.03) | 249 | 3.40 | (0.98) | 2.40 | (1.24) | 2.26 | (1.17) * | 3.26 | (1.05) * | 3.40 | (1.04) * |
| CHS | 269 | 3.55 | (0.93) | 242 | 3.46 | (0.93) | 2.48 | (1.32) | 2.57 | (1.22) | 3.03 | (1.15) | 3.13 | (1.02) |
| Assistant Rank | 254 | 3.42 | (1.01) | 231 | 3.40 | (0.91) | 2.39 | (1.22) | 2.27 | (1.12) * | 3.13 | (1.12) | 3.23 | (1.07) |
| Associate or Full Rank | 292 | 3.53 | (0.97) | 263 | 3.46 | (0.99) | 2.48 | (1.33) | 2.53 | (1.26) | 3.17 | (1.10) | 3.30 | (1.01) |

* Significant difference at *p* <.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p* <.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  Respondents could also choose "NA."

**Table DC7b.  Interactions with Colleagues, CHS/Clinical Faculty Only**

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

| | …how valued is your research and scholarship? | | | | | | | | …how much harder do you have to work to be perceived as a legitimate scholar? | | | | | |
| | 2010 | | | | 2012 | | | | 2010 | | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | |
| Total | 546 | 2.87 | (0.95) | | 496 | 3.00 | (0.95) | ↑ | 2.69 | (1.27) | | 2.79 | (1.24) | |
| Women | 276 | 2.72 | (0.91) | * | 242 | 2.85 | (0.93) | * | 2.96 | (1.22) | * | 3.02 | (1.22) | * |
| Men | 270 | 3.02 | (0.97) | | 252 | 3.14 | (0.95) | | 2.41 | (1.26) | | 2.57 | (1.22) | |
| Faculty of Color | 51 | 3.03 | (1.00) | | 56 | 2.79 | (1.01) | | 3.08 | (1.25) | * | 3.30 | (1.14) | * |
| Majority Faculty | 493 | 2.85 | (0.94) | | 436 | 3.03 | (0.94) | ↑ | 2.65 | (1.27) | | 2.72 | (1.24) | |
| Not US Citizen | 25 | 3.44 | (0.63) | * | 25 | 3.30 | (0.93) | | 2.43 | (1.24) | | 2.87 | (1.25) | |
| US Citizen | 521 | 2.85 | (0.96) | | 467 | 2.98 | (0.95) | ↑ | 2.70 | (1.27) | | 2.79 | (1.24) | |
| Gay/Lesbian | 15 | 2.83 | (1.19) | | 13 | 2.78 | (1.20) | | 2.57 | (1.16) | | 2.00 | (1.05) | * |
| Hetero/Bisexual | 521 | 2.86 | (0.94) | | 468 | 3.01 | (0.95) | ↑ | 2.70 | (1.27) | | 2.82 | (1.24) | |
| Faculty with Disability | NA | -- | -- | | 40 | 3.10 | (1.06) | | -- | -- | | 2.78 | (1.36) | |
| Faculty without Disability | NA | -- | -- | | 446 | 2.99 | (0.94) | | -- | -- | | 2.80 | (1.23) | |
| Biological Science | 511 | 2.87 | (0.95) | | 457 | 3.01 | (0.95) | ↑ | 2.66 | (1.28) | | 2.77 | (1.25) | |
| Social Studies | 34 | 2.91 | (1.04) | | 34 | 2.79 | (0.88) | | 3.07 | (1.10) | | 3.18 | (0.96) | |
| Clinical | 276 | 2.73 | (1.02) | * | 249 | 2.99 | (0.97) | ↑ | 2.74 | (1.26) | | 2.67 | (1.25) | |
| CHS | 269 | 2.96 | (0.90) | | 242 | 3.01 | (0.93) | | 2.64 | (1.28) | | 2.89 | (1.22) | ↑ |
| Assistant Rank | 254 | 2.85 | (0.93) | | 231 | 3.05 | (0.93) | ↑ | 2.77 | (1.23) | | 2.81 | (1.23) | |
| Associate or Full Rank | 292 | 2.89 | (0.97) | | 263 | 2.96 | (0.96) | | 2.62 | (1.30) | | 2.78 | (1.25) | |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).  Respondents could also choose "NA."

**Table DC8b.  Interactions with Colleagues, CHS/Clinical Faculty Only**

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

…how well do you fit into your department?

|  | 2010 | | | | 2012 | | | |
|---|---|---|---|---|---|---|---|---|
|  | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | |
| Total | 546 | 3.59 | (0.93) | | 496 | 3.54 | (0.94) | |
| Women | 276 | 3.47 | (0.93) | * | 242 | 3.38 | (0.97) | * |
| Men | 270 | 3.71 | (0.91) | | 252 | 3.70 | (0.88) | |
| Faculty of Color | 51 | 3.46 | (0.90) | | 56 | 3.25 | (1.00) | * |
| Majority Faculty | 493 | 3.60 | (0.93) | | 436 | 3.58 | (0.93) | |
| Not US Citizen | 25 | 3.84 | (0.69) | | 25 | 3.68 | (0.69) | |
| US Citizen | 521 | 3.58 | (0.94) | | 467 | 3.53 | (0.95) | |
| Gay/Lesbian | 15 | 3.73 | (1.10) | | 13 | 3.77 | (1.01) | |
| Hetero/Bisexual | 521 | 3.58 | (0.92) | | 468 | 3.54 | (0.94) | |
| Faculty with Disability | NA | -- | -- | | 40 | 3.46 | (1.03) | |
| Faculty without Disability | NA | -- | -- | | 446 | 3.55 | (0.93) | |
| Biological Science | 511 | 3.60 | (0.93) | | 457 | 3.54 | (0.94) | |
| Social Studies | 34 | 3.45 | (1.00) | | 34 | 3.47 | (0.90) | |
| Clinical | 276 | 3.63 | (0.93) | | 249 | 3.60 | (0.96) | |
| CHS | 269 | 3.54 | (0.93) | | 242 | 3.48 | (0.91) | |
| Assistant Rank | 254 | 3.62 | (0.84) | | 231 | 3.58 | (0.92) | |
| Associate or Full Rank | 292 | 3.56 | (1.00) | | 263 | 3.50 | (0.96) | |

\* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).
   Respondents could also choose "NA."

**Table DC9b.  Departmental Decision-Making, CHS/Clinical 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? | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2010 | | | | 2012 | | | 2010 | | 2012 | | | 2010 | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | | Mean | Std. Dev. | Mean | Std. Dev. | |
| Total | 541 | 2.99 | (1.05) | | 486 | 3.11 | (1.10) | 2.42 | (1.03) | 2.47 | (1.03) | | 3.71 | (0.97) | 3.81 | (1.03) | |
| Women | 268 | 2.81 | (1.03) * | 237 | 2.97 | (1.06) * | 2.24 | (0.94) * | 2.26 | (0.95) * | 3.58 | (0.98) * | 3.70 | (1.02) * |
| Men | 272 | 3.17 | (1.05) | | 249 | 3.24 | (1.11) | 2.60 | (1.08) | 2.66 | (1.07) | | 3.84 | (0.93) | 3.91 | (1.03) | |
| Faculty of Color | 49 | 2.78 | (1.10) | | 55 | 2.85 | (1.06) | 2.16 | (1.07) * | 2.26 | (1.07) | 3.33 | (1.15) * | 3.63 | (1.00) |
| Majority Faculty | 490 | 3.01 | (1.04) | | 431 | 3.14 | (1.10) | 2.45 | (1.02) | 2.49 | (1.03) | | 3.75 | (0.94) | 3.83 | (1.03) | |
| Not US Citizen | 25 | 2.96 | (0.86) | | 25 | 3.20 | (1.08) | 2.29 | (0.75) | 2.54 | (0.98) | | 3.88 | (0.78) | 4.00 | (1.19) | |
| US Citizen | 516 | 2.99 | (1.06) | | 461 | 3.10 | (1.10) | 2.43 | (1.04) | 2.46 | (1.04) | | 3.70 | (0.97) | 3.80 | (1.02) | |
| Gay/Lesbian | 15 | 3.20 | (1.21) | | 13 | 3.23 | (1.36) | 2.80 | (1.15) | 2.77 | (1.30) | | 3.87 | (1.13) | 3.69 | (1.18) | |
| Hetero/Bisexual | 515 | 2.99 | (1.04) | | 464 | 3.11 | (1.09) | 2.40 | (1.02) | 2.47 | (1.03) | | 3.71 | (0.96) | 3.82 | (1.02) | |
| Faculty with Disability | NA | -- | -- | | 39 | 2.85 | (1.16) | -- | -- | 2.23 | (0.99) | | -- | -- | 3.58 | (1.13) | |
| Faculty without Disability | NA | -- | -- | | 442 | 3.13 | (1.09) | -- | -- | 2.49 | (1.04) | | -- | -- | 3.83 | (1.02) | |
| Biological Science | 505 | 2.99 | (1.05) | | 453 | 3.11 | (1.10) | 2.44 | (1.04) | 2.49 | (1.03) | | 3.71 | (0.98) | 3.81 | (1.04) | |
| Social Studies | 33 | 3.09 | (0.95) | | 32 | 3.19 | (1.00) | 2.21 | (0.93) | 2.16 | (1.05) | | 3.67 | (0.82) | 3.81 | (0.98) | |
| Clinical | 269 | 2.99 | (1.06) | | 245 | 3.20 | (1.06) ↑ | 2.37 | (1.05) | 2.45 | (1.01) | | 3.79 | (0.97) | 3.91 | (0.97) * |
| CHS | 270 | 2.99 | (1.04) | | 241 | 3.02 | (1.13) | 2.47 | (1.02) | 2.48 | (1.06) | | 3.63 | (0.96) | 3.70 | (1.07) | |
| Assistant Rank | 249 | 2.82 | (1.00) * | 225 | 3.05 | (1.08) ↑ | 2.26 | (0.93) * | 2.38 | (1.01) | 3.68 | (0.93) | 3.91 | (0.95) * ↑ |
| Associate or Full Rank | 291 | 3.14 | (1.07) | | 261 | 3.16 | (1.11) | 2.56 | (1.09) | 2.55 | (1.05) | | 3.74 | (1.00) | 3.72 | (1.09) | |

* Significant difference at *p* <.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p* <.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5).  Respondents could also choose "NA."

**Table DC10b.  Departmental Decision-Making, CHS/Clinical Faculty Only**

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

| | …do committee assignments rotate fairly? | | | | | | | …does your department chair involve you in decision-making? | | | | | |
| | 2010 | | | 2012 | | | | 2010 | | | 2012 | | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | |
| Total | 541 | 3.32 | (1.03) | 486 | 3.34 | (1.04) | | 2.81 | (1.12) | | 2.95 | (1.16) | ↑ |
| Women | 268 | 3.26 | (1.04) | 237 | 3.24 | (1.07) | | 2.69 | (1.08) | * | 2.83 | (1.14) | * |
| Men | 272 | 3.37 | (1.01) | 249 | 3.43 | (1.01) | | 2.93 | (1.14) | | 3.07 | (1.18) | |
| Faculty of Color | 49 | 3.22 | (0.98) | 55 | 3.02 | (1.05) | * | 2.59 | (1.12) | | 2.63 | (1.12) | * |
| Majority Faculty | 490 | 3.33 | (1.03) | 431 | 3.38 | (1.04) | | 2.83 | (1.12) | | 2.99 | (1.16) | ↑ |
| Not US Citizen | 25 | 3.24 | (0.97) | 25 | 3.63 | (1.21) | | 2.96 | (1.02) | | 3.26 | (1.25) | |
| US Citizen | 516 | 3.32 | (1.03) | 461 | 3.32 | (1.03) | | 2.80 | (1.12) | | 2.94 | (1.16) | |
| Gay/Lesbian | 15 | 2.83 | (1.11) | 13 | 3.31 | (1.03) | | 3.20 | (1.15) | | 3.23 | (1.09) | |
| Hetero/Bisexual | 515 | 3.33 | (1.02) | 464 | 3.35 | (1.05) | | 2.80 | (1.11) | | 2.96 | (1.17) | ↑ |
| Faculty with Disability | NA | -- | -- | 39 | 3.34 | (1.07) | | -- | -- | | 2.74 | (1.06) | |
| Faculty without Disability | NA | -- | -- | 442 | 3.34 | (1.04) | | -- | -- | | 2.97 | (1.17) | |
| Biological Science | 505 | 3.30 | (1.03) | 453 | 3.33 | (1.05) | | 2.80 | (1.12) | | 2.97 | (1.17) | ↑ |
| Social Studies | 33 | 3.56 | (0.89) | 32 | 3.34 | (0.94) | | 2.88 | (1.07) | | 2.78 | (1.04) | |
| Clinical | 269 | 3.37 | (1.03) | 245 | 3.37 | (1.09) | | 2.78 | (1.15) | | 2.98 | (0.15) | ↑ |
| CHS | 270 | 3.26 | (1.02) | 241 | 3.31 | (1.00) | | 2.84 | (1.08) | | 2.93 | (1.18) | |
| Assistant Rank | 249 | 3.40 | (0.96) | 225 | 3.38 | (1.04) | | 2.74 | (1.06) | | 2.97 | (1.08) | ↑ |
| Associate or Full Rank | 291 | 3.26 | (1.06) | 261 | 3.31 | (1.04) | | 2.87 | (1.16) | | 2.94 | (1.23) | |

\* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5).  Respondents could also choose "NA."

**Table DC11b.  Climate in Department, CHS/Clinical Faculty Only**

*In my department…*

| | …the overall climate is… | | | | | | | …the climate for women is… | | | | | | ..the climate for faculty of color is…. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | | | | 2012 | | | 2010 | | | 2012 | | | 2010 | | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | |
| Total | 539 | 3.75 | (0.91) | | 489 | 3.71 | (1.04) | 3.89 | (0.92) | | 3.90 | (0.95) | | 3.93 | (0.77) | | 3.87 | (0.90) | |
| Women | 271 | 3.65 | (0.89) | * | 239 | 3.52 | (1.08) | 3.72 | (0.96) | * | 3.66 | (1.05) | * | 3.80 | (0.80) | * | 3.62 | (0.91) | * |
| Men | 268 | 3.86 | (0.92) | | 250 | 3.89 | (0.98) | 4.09 | (0.81) | | 4.18 | (0.71) | | 4.05 | (0.72) | | 4.07 | (0.84) | |
| Faculty of Color | 51 | 3.63 | (0.94) | | 56 | 3.38 | (1.17) | * | 3.89 | (0.88) | 3.63 | (1.08) | * | 3.76 | (0.87) | | 3.27 | (1.08) | * ↓ |
| Majority Faculty | 487 | 3.76 | (0.91) | | 433 | 3.75 | (1.02) | 3.89 | (0.91) | | 3.93 | (0.92) | | 3.96 | (0.75) | | 4.01 | (0.80) | |
| Not US Citizen | 25 | 3.80 | (0.82) | | 25 | 3.88 | (1.01) | 4.00 | (0.82) | | 4.15 | (0.59) | | 3.82 | (0.81) | | 3.76 | (1.15) | |
| US Citizen | 514 | 3.75 | (0.92) | | 464 | 3.70 | (1.05) | 3.89 | (0.92) | | 3.89 | (0.96) | | 3.94 | (0.77) | | 3.88 | (0.88) | |
| Gay/Lesbian | 15 | 3.80 | (0.94) | | 13 | 4.15 | (0.90) | 3.80 | (1.01) | | 3.92 | (0.95) | | 3.63 | (0.92) | | 4.00 | (0.00) | |
| Hetero/Bisexual | 516 | 3.75 | (0.91) | | 467 | 3.70 | (1.05) | 3.90 | (0.90) | | 3.90 | (0.95) | | 3.93 | (0.76) | | 3.87 | (0.91) | |
| Faculty with Disability | NA | -- | -- | | 40 | 3.43 | (1.24) | -- | -- | | 3.54 | (1.31) | * | -- | -- | | 3.71 | (1.27) | |
| Faculty without Disability | NA | -- | -- | | 444 | 3.74 | (1.03) | -- | -- | | 3.93 | (0.91) | | -- | -- | | 3.88 | (0.88) | |
| Biological Science | 503 | 3.76 | (0.91) | | 454 | 3.71 | (1.06) | 3.88 | (0.91) | | 3.91 | (0.95) | | 3.95 | (0.77) | | 3.91 | (0.89) | * |
| Social Studies | 34 | 3.65 | (0.88) | | 34 | 3.62 | (0.89) | 4.13 | (0.72) | | 3.71 | (0.90) | ↓ | 3.71 | (0.76) | | 3.48 | (0.92) | |
| Clinical | 270 | 3.76 | (0.90) | | 248 | 3.75 | (1.06) | 4.02 | (0.88) | * | 3.96 | (0.93) | | 4.00 | (0.76) | | 3.85 | (0.91) | |
| CHS | 268 | 3.74 | (0.93) | | 241 | 3.66 | (1.03) | 3.76 | (0.92) | | 3.84 | (0.96) | | 3.85 | (0.77) | | 3.90 | (0.89) | |
| Assistant Rank | 248 | 3.83 | (0.83) | | 228 | 3.79 | (0.99) | 3.95 | (0.87) | | 3.96 | (0.86) | | 3.96 | (0.71) | | 3.85 | (0.88) | |
| Associate or Full Rank | 291 | 3.68 | (0.98) | | 261 | 3.64 | (1.09) | 3.84 | (0.94) | | 3.84 | (1.01) | | 3.91 | (0.81) | | 3.90 | (0.92) | |

\* Significant difference at *p* <.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p* <.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very negative" (1), "Negative" (2), "Mediore" (3), "Positive" (4), and "Very positive" (5).  Respondents could also choose "Don't know."

**Table D1b.  Commitment to Diversity, CHS/Clinical 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. | | | | | |
| | 2010 | | | | 2012 | | | | 2010 | | | 2012 | | | 2010 | | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | |
| Total | 545 | 5.00 | (1.70) | | 492 | 5.14 | (1.63) | | 5.29 | (1.45) | | 5.38 | (1.38) | | 5.88 | (1.25) | | 5.90 | (1.23) | |
| Women | 270 | 4.73 | (1.72) | * | 239 | 4.86 | (1.70) | * | 5.05 | (1.47) | * | 5.13 | (1.37) | * | 5.92 | (1.20) | | 5.96 | (1.16) | |
| Men | 275 | 5.26 | (1.64) | | 253 | 5.41 | (1.51) | | 5.52 | (1.39) | | 5.62 | (1.35) | | 5.83 | (1.29) | | 5.85 | (1.28) | |
| Faculty of Color | 51 | 4.45 | (2.11) | * | 55 | 4.40 | (2.01) | * | 4.80 | (1.78) | * | 4.78 | (1.78) | * | 5.86 | (1.14) | | 6.15 | (1.28) | |
| Majority Faculty | 493 | 5.06 | (1.64) | | 437 | 5.24 | (1.55) | | 5.34 | (1.40) | | 5.46 | (1.30) | | 5.88 | (1.26) | | 5.87 | (1.22) | |
| Not US Citizen | 23 | 5.00 | (1.57) | | 25 | 5.56 | (1.61) | | 5.48 | (1.34) | | 5.52 | (1.45) | | 6.00 | (1.06) | | 5.88 | (1.27) | |
| US Citizen | 522 | 5.00 | (1.71) | | 467 | 5.12 | (1.63) | | 5.28 | (1.45) | | 5.37 | (1.38) | | 5.87 | (1.25) | | 5.90 | (1.22) | |
| Gay/Lesbian | 15 | 4.93 | (1.94) | | 13 | 4.92 | (1.93) | | 5.20 | (1.52) | | 5.31 | (1.32) | | 5.87 | (1.36) | | 6.00 | (1.22) | |
| Hetero/Bisexual | 524 | 5.02 | (1.69) | | 470 | 5.15 | (1.63) | | 5.31 | (1.44) | | 5.39 | (1.39) | | 5.88 | (1.24) | | 5.90 | (1.23) | |
| Faculty with Disability[†] | NA | -- | -- | | 20 | 4.88 | (1.56) | | -- | -- | | 5.23 | (1.29) | | -- | -- | | 5.73 | (1.24) | |
| Faculty without Disability | NA | -- | -- | | 447 | 5.17 | (1.64) | | -- | -- | | 5.40 | (1.39) | | -- | -- | | 5.92 | (1.23) | |
| Biological Science | 509 | 4.98 | (1.71) | | 457 | 5.12 | (1.63) | | 5.28 | (1.46) | | 5.35 | (1.40) | | 5.84 | (1.26) | * | 5.86 | (1.24) | * |
| Social Studies | 34 | 5.26 | (1.48) | | 34 | 5.38 | (1.58) | | 5.35 | (1.25) | | 5.71 | (1.09) | | 6.38 | (1.02) | | 6.38 | (0.82) | |
| Clinical | 277 | 5.05 | (1.70) | | 250 | 5.18 | (1.64) | | 5.24 | (1.44) | | 5.35 | (1.41) | | 5.86 | (1.28) | | 6.00 | (1.16) | |
| CHS | 267 | 4.93 | (1.70) | | 242 | 5.11 | (1.62) | | 5.33 | (1.46) | | 5.41 | (1.35) | | 5.89 | (1.22) | | 5.80 | (1.29) | |
| Assistant Rank | 253 | 5.06 | (1.62) | | 230 | 5.14 | (1.54) | | 5.34 | (1.43) | | 5.36 | (1.41) | | 5.93 | (1.22) | | 5.86 | (1.27) | |
| Associate or Full Rank | 292 | 4.95 | (1.77) | | 262 | 5.14 | (1.70) | | 5.24 | (1.46) | | 5.40 | (1.36) | | 5.83 | (1.27) | | 5.93 | (1.18) | |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all CHS/Clinical Men).
† Comparisons over time not available between these two groups

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

**Table D2b. Actions to Increase Diversity, CHS/Clinical Faculty Only**

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

In the last 6 months, I have intentionally engaged in an action to increase diversity.

| | 2010 | | | 2012 | | | |
|---|---|---|---|---|---|---|---|
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | |
| Total | 545 | 38.10% | (48.61) | 492 | 24.40% | (42.99) | ↓ |
| Women | 270 | 39.10% | (48.89) | 239 | 27.05% | (44.51) | ↓ |
| Men | 275 | 37.13% | (48.40) | 253 | 21.83% | (41.39) | ↓ |
| Faculty of Color | 51 | 36.73% | (48.71) | 55 | 29.09% | (45.84) | |
| Majority Faculty | 493 | 38.32% | (48.67) | 437 | 23.81% | (42.64) | ↓ |
| Not US Citizen | 23 | 20.00% | (40.82) | 25 | 11.54% | (32.58) | * |
| US Citizen | 522 | 38.99% | (48.82) | 467 | 25.11% | (43.41) | ↓ |
| Gay/Lesbian | 15 | 46.67% | (51.64) | 13 | 38.46% | (50.64) | |
| Hetero/Bisexual | 524 | 38.10% | (48.61) | 470 | 23.47% | (42.42) | |
| Faculty with Disability[†] | NA | -- | -- | 20 | 17.07% | (38.09) | |
| Faculty without Disability | NA | -- | -- | 447 | 24.67% | (43.16) | |
| Biological Science | 509 | 35.71% | (47.96) * | 457 | 22.34% | (41.70) | * ↓ |
| Social Studies | 34 | 78.13% | (42.00) | 34 | 52.94% | (50.66) | ↓ |
| Clinical | 277 | 36.26% | (48.16) | 250 | 20.70% | (40.60) | * ↓ |
| CHS | 267 | 40.02% | (49.11) | 242 | 28.33% | (45.16) | ↓ |
| Assistant Rank | 253 | 32.40% | (46.89) * | 230 | 19.31% | (39.56) | * ↓ |
| Associate or Full Rank | 292 | 43.06% | (49.60) | 262 | 28.90% | (45.41) | ↓ |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at $p<.05$ between waves, within groups (e.g., all CHS/Clinical Men).
† Comparisons over time not available between these two groups

Response choices included "Yes" and "No."

**Table D3b. Actions Faculty Members Engaged in to Increase at UW-Madison, CHS/Clinical Faculty Only (Full Codebook)**

## Recruitment and Hiring

| Actions Reported | N |
|---|---|
| Recruitment (non-specific) | 4 |
| Recruitment (race or ethnicity) | 3 |
| Recruitment (gender) | 5 |
| Hiring (non-specific) | 6 |
| Hiring (race or ethnicity) | 11 |
| Hiring (gender) | 7 |
| Hiring (LBGTQ) | 1 |
| Hiring (disability) | 1 |
| Participated in search and hiring process | 5 |
| Participated in search and hiring process (Chair) | 1 |
| Specific or deliberate attention to diversity during recruitment and hiring | 4 |
| Postdoc/Visiting scholar hiring, | 4 |
| Staff hiring, recruitment, or retention | 5 |

## Retention

| Actions Reported | N |
|---|---|
| Retention (race or ethnicity) | 1 |

## Mentoring

| Actions Reported | N |
|---|---|
| Mentored students | 12 |
| Mentoring women faculty | 2 |
| Mentoring women (not faculty) | 1 |
| Mentoring (unspecific) | 2 |

## Outcomes

| Actions Reported | N |
|---|---|
| Outcome pending or uncertain at time of survey completion | 8 |
| Indicated successful recruitment, hire, retention, or admission | 18 |
| Indication of partial success | 6 |
| Recruitment, hire, retention, or admission unsuccessful | 8 |

## Students, Graduate Students, and Residents: Recruitment, Admissions, Hiring, and Teaching

| Actions Reported | N |
|---|---|
| Students or residents ("minority" or "diverse" non-specific) | 23 |
| Students or residents (race or ethnicity) | 18 |
| Students or residents (gender) | 2 |
| Students or residents (disability) | 2 |
| Admissions policies or processes | 13 |

## Centers, Offices, and Organizations;

| Actions Reported | N |
|---|---|
| Created a center | 1 |

## Training and Education

| Actions Reported | N |
|---|---|
| Attended diversity training or workshop | 1 |

## Department Worklife

| Actions Reported | N |
|---|---|
| Advocated within department for faculty member of color | 1 |

## Equity and Diversity Service and Leadership

| Actions Reported | N |
|---|---|
| Department or School/College-level equity and diversity committee | 1 |
| Service, presentations | 2 |
| Other outreach events | 3 |
| POSSE, PEOPLE | 1 |
| Advocacy, speaking up; inclusion of diversity in research and/or teaching | 4 |

## Miscellaneous Comments

| Actions Reported | N |
|---|---|
| Not the advisor to a diversity course | 1 |
| Too new | 1 |

**Table D4b. Knowledge and Experiences of Implicit Bias, CHS/Clinical Faculty Only**

| | N | In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias? | | | In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison? | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | Mean | Std. Dev. | | Mean | Std. Dev. | |
| Total | 493 | 76.27% | | | 26.56% | | |
| | | | | | | | |
| Women | 241 | 76.35% | (42.85) | | 33.33% | (47.27) | * |
| Men | 252 | 76.19% | (42.68) | | 20.42% | (40.42) | |
| | | | | | | | |
| Faculty of Color | 55 | 67.27% | (47.35) | | 40.54% | (49.77) | * |
| Majority Faculty | 438 | 77.40% | (41.87) | | 25.08% | (43.41) | |
| | | | | | | | |
| Not US Citizen | 26 | 61.54% | (49.61) | | 6.67% | (25.82) | * |
| US Citizen | 467 | 77.09% | (42.07) | | 27.48% | (44.70) | |
| | | | | | | | |
| Gay/Lesbian | 13 | 76.92% | (43.85) | | 45.45% | (52.22) | |
| Hetero/Bisexual | 470 | 76.17% | (42.65) | | 25.79% | (43.81) | |
| | | | | | | | |
| Faculty with Disability | 40 | 75.00% | (43.85) | | 19.35% | (40.16) | |
| Faculty without Disability | 448 | 76.34% | (42.55) | | 26.73% | (44.32) | |
| | | | | | | | |
| Biological Science | 459 | 75.60% | (43.00) | * | 27.00% | (44.46) | |
| Social Studies | 33 | 87.88% | (33.14) | | 22.58% | (42.50) | |
| | | | | | | | |
| Clinical | 252 | 72.22% | (44.88) | * | 26.37% | (44.19) | |
| CHS | 241 | 80.50% | (39.70) | | 26.88% | (44.45) | |
| | | | | | | | |
| Assistant Rank | 233 | 70.39% | (45.75) | * | 24.20% | (42.97) | |
| Associate or Full Rank | 260 | 81.54% | (38.87) | | 28.44% | (45.22) | |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).

Response choices included "Yes" and "No."

**Table D5b. Incidents of Unconscious or Implicit Bias at UW-Madison, CHS/Clinical Faculty Only (Full Codebook)**

| Identity Factors | | Situations | |
|---|---|---|---|
| **Incidents** | **N** | **Incidents** | **N** |
| Gender | 36 | Scheduling | 3 |
| Race and ethnicity | 6 | Leadership | 4 |
| Nationality/International Status | 5 | Tenure and promotion | 3 |
| Sexual orientation | 4 | Hiring | 5 |
| Race and gender | 3 | Parental leave | 5 |
| Age | 1 | Salary/Wage discrepancies | 4 |
| Parenthood or pregnancy | 19 | Unable to cite specific example | 1 |
| Religious status or beliefs | 2 | Too many examples to cite only one | 1 |
| Class | 1 | Exclusion from meetings, decision-making | 2 |
| Rank/Title | 1 | Disrespectful, inequitable treatment | 24 |
| Marital status | 2 | Subtle or "small" interpersonal interactions | 6 |
| Research focus/methodology | 2 | Assignment to low-status, "housekeeping" roles; devaluing of work | 5 |
| Part-time status | 6 | Perceived favoritism, assignment to high-status roles | 1 |
| Not stated | 19 | Retention | 1 |
| | | Assumption of lower status/ability | 4 |
| | | Treatment of residents/students | 8 |
| | | Policies and procedures | 2 |

**Comments on Implicit Bias, Survey, Survey Questions**

| Incidents | N |
|---|---|
| Comment on implicit bias being universal | 5 |
| Acknowledgement of own bias | 2 |

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

*In general, how satisfied are you…*

| | …being a faculty member at UW-Madison? | | | | | | …with your career progression at the UW-Madison? | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **2010** | | | **2012** | | | **2010** | | **2012** | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
| Total | 546 | 3.95 | (1.07) | 495 | 3.89 | (1.15) | 3.68 | (1.16) | 3.67 | (1.20) |
| | | | | | | | | | | |
| Women | 272 | 3.88 | (1.06) | 242 | 3.78 | (1.11) * | 3.54 | (1.16) * | 3.51 | (1.23) * |
| Men | 274 | 4.02 | (1.08) | 253 | 3.99 | (1.17) | 3.83 | (1.14) | 3.81 | (1.15) |
| | | | | | | | | | | |
| Faculty of Color | 50 | 3.76 | (1.14) | 56 | 3.43 | (1.40) * | 3.56 | (1.13) | 3.47 | (1.27) |
| Majority Faculty | 495 | 3.98 | (1.06) | 439 | 3.95 | (1.10) | 3.70 | (1.15) | 3.69 | (1.18) |
| | | | | | | | | | | |
| Not US Citizen | 25 | 4.28 | (0.68) * | 26 | 3.92 | (1.38) | 3.70 | (1.11) | 3.92 | (1.32) |
| US Citizen | 521 | 3.93 | (1.08) | 469 | 3.88 | (1.13) | 3.68 | (1.16) | 3.65 | (1.19) |
| | | | | | | | | | | |
| Gay/Lesbian | 15 | 4.27 | (0.88) | 13 | 4.00 | (1.08) | 4.20 | (1.10) | 4.00 | (1.08) |
| Hetero/Bisexual | 527 | 3.96 | (1.06) | 473 | 3.88 | (1.15) | 3.68 | (1.15) | 3.66 | (1.20) |
| | | | | | | | | | | |
| Faculty with Disability | NA | -- | -- | 41 | 3.90 | (1.07) | -- | -- | 3.59 | (1.29) |
| Faculty Without Disability | NA | -- | -- | 449 | 3.88 | (1.16) | -- | -- | 3.68 | (1.19) |
| | | | | | | | | | | |
| Biological Science | 510 | 3.96 | (1.07) | 461 | 3.89 | (1.14) | 3.67 | (1.17) | 3.69 | (1.19) |
| Social Studies | 34 | 3.94 | (1.13) | 34 | 3.91 | (1.26) | 3.88 | (0.98) | 3.38 | (1.30) |
| | | | | | | | | | | |
| Clinical | 276 | 3.93 | (1.10) | 253 | 3.92 | (1.16) | 3.61 | (1.21) | 3.66 | (1.22) |
| CHS | 269 | 3.97 | (1.04) | 242 | 3.86 | (1.13) | 3.76 | (1.09) | 3.67 | (1.17) |
| | | | | | | | | | | |
| Assistant Rank | 255 | 3.96 | (1.01) | 234 | 3.92 | (1.10) | 3.52 | (1.12) * | 3.66 | (1.14) |
| Associate or Full Rank | 291 | 3.94 | (1.12) | 261 | 3.86 | (1.18) | 3.82 | (1.17) | 3.67 | (1.25) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

**Table S2b.  Factors Contributing Most to Satisfaction at UW-Madison, Tenure-Track Faculty Only (Full Codebook)**

| University Factors | | Local Characteristics | |
|---|---|---|---|
| Reason for Satisfaction | N | Reason for Satisfaction | N |
| Quality of/relationship with students (undergraduate or unspecified) | 21 | Madison, State of Wisconsin | 29 |
| Academic freedom/flexibility to pursue own interests, Autonomy/independence | 22 | Location (nonspecific) | 2 |
| Collaboration opportunities/interdisciplinary approach/inter-departmental cooperation/low barriers to cross-campus collaboration | 12 | Quality of life, lifestyle | 5 |
| Quality of, relationships with faculty (nonspecific) | 112 | Cultural richness, activities | 1 |
| Quality of, relationships with faculty (other departments/schools) | 7 | Aesthetics of city/campus | 2 |
| Quality of, relationships with staff (not department specific) | 12 | Political climate | 1 |
| Prestige/reputation/quality, institutional pride | 17 | Hospital | 1 |
| Commitment to excellence, quality (nonspecific) | 3 | | |
| Faculty/shared governance | 1 | **Employment Features** | |
| Scholarly excellence/quality, commitment to high caliber research, research environment | 8 | Reason for Satisfaction | N |
| Commitment to high quality teaching, teaching environment | 4 | Salary | 6 |
| Administration, administrative support | 8 | Raises | 1 |
| Institutional vision/goals/mission/values, commitment to public service, Wisconsin Idea | 9 | Job security/stability | 3 |
| Campus life, extramural opportunities, activities on campus (arts, entertainment, community) | 8 | Hours/flexibility of schedule | 18 |
| Facilities/resources/infrastructure (nonspecific to research or teaching) | 23 | Benefits (general) | 7 |
| Library facilities, resources | 3 | Benefits (retirement) | 1 |
| Research resources, support, infrastructure | 6 | | |
| Teaching resources, support, infrastructure | 1 | | |
| Accomodation of family values, family friendly | 1 | | |

## Departmental Factors

| Reason for Satisfaction | N |
| --- | --- |
| Colleagues (department specific) | 15 |
| Departmental staff | 2 |
| Climate, Collegiality/camaraderie/respect/support in the department | 11 |
| Support for research area/expertise, Recognition of/respect for work by | 31 |
| programs | 10 |
| The department; departmental mission/vision/values | 3 |
| Chair/leadership in department or school | 38 |
| Mentors | 11 |
| Departmental governance, decision making processes | 2 |
| Departmental resources, infrastructure | 5 |

## Family/Home Life

| Reason for Satisfaction | N |
| --- | --- |
| Proximity to family | 2 |
| Balance between academic/home life | 6 |

## Other, Miscellaneous

| Reason for Satisfaction | N |
| --- | --- |
| Negative comments | 3 |
| Illegible | 1 |

## Climate/Culture

| Reason for Satisfaction | N |
| --- | --- |
| Diversity | 2 |
| Institutional community; positive/creative/supportive/collegial atmosphere/environment/climate | 43 |
| Intellectual Environment, scholarly climate, intellectual community | 18 |

## Nature of job

| Reason for Satisfaction | N |
| --- | --- |
| Professional accomplishments | 4 |
| Community outreach/service/extension | 2 |
| Ability to make a difference; Challenging endeavors, opportunities, opportunities for growth | 23 |
| Opportunities for promotion, career development, tenure | 9 |
| Opportunities for leadership, administrative opportunities | 2 |
| Job is interesting/misc. positive features of job | 22 |
| Work balance, balance of responsibilities | 10 |
| Teaching opportunities, teaching load | 25 |
| Research opportunities | 9 |
| Working with students | 16 |
| Clinical work/Patient interaction | 31 |

**Table S3b. Factors Detracting Most from Satisfaction at UW-Madison, Tenure-Track Faculty Only (Full Codebook)**

### Salary/Benefits

| Factor Detracting from Satisfaction | N |
|---|---|
| Salary structure/inequities | 6 |
| Low/Poor Salaries | 41 |
| Lack of Raises/Incentives | 10 |
| Pay and benefit decreases, increased benefit cost | 4 |
| Benefits | 4 |
| No summer salary | 1 |
| Recognition of low salary for others | 1 |

### Resources

| Factor Detracting from Satisfaction | N |
|---|---|
| Travel/conferences/professional development | 4 |
| Teaching/scholarship | 3 |
| Research | 8 |
| Inequities in distribution | 3 |
| Resources (unspecified) | 15 |
| Clinical practice | 3 |

### Budget Cuts

| Factor Detracting from Satisfaction | N |
|---|---|
| Small budgets/resources | 10 |
| Budget cuts | 4 |
| Negative financial picture/feeling/climate | 4 |
| Lack of state support | 4 |
| Start up issues/concerns | 1 |

### Support (Lack of)

| Factor Detracting from Satisfaction | N |
|---|---|
| Research/RSP/Grant administration/IRB | 5 |
| Mentoring/advising | 18 |
| Office/secretarial/administrative/clerical | 6 |
| Technical/computer | 2 |
| Collaborators | 5 |
| For academic and classified staff, inequitable treatment of others | 6 |
| Support (unspecified) | 6 |

### Service Activities & Outreach

| Factor Detracting from Satisfaction | N |
|---|---|
| Bureaucracy/Rules | 25 |
| Committee work/meetings (amount, excess) | 4 |
| Advising duties | 3 |
| Paperwork/administrative work | 10 |
| Extension recognition | 2 |
| Imbalance, inequitable distribution of service duties | 1 |
| Lack of recognition/respect/reward | 1 |

### Research activities

| Factor Detracting from Satisfaction | N |
|---|---|
| Lack of respect for certain disciplines/research | 4 |
| Too much emphasis on research, research monies | 7 |
| Not enough time for own research | 6 |

### General work activities

| Factor Detracting from Satisfaction | N |
|---|---|
| Lack of sabbatical opportunity | 1 |
| Human resources issues; HR plan | 3 |
| Union issues | 1 |

### Teaching activities

| Factor Detracting from Satisfaction | N |
|---|---|
| Teaching is under-valued | 2 |
| Emphasis on new teaching techniques | 1 |
| Too high/heavy load | 2 |

## Aspects of department/unit

| Factor Detracting from Satisfaction | N |
|---|---|
| Lack of new hires/staff departures/understaffed | 7 |
| Own department is small | 1 |
| Departmental politics | 1 |
| Colleagues | 15 |
| Department Chair | 29 |
| Decision-making not transparent or inclusive | 23 |
| Not valued/respected | 12 |
| Feel they "don't fit" | 1 |

## Clinical activities

| Factor Detracting from Satisfaction | N |
|---|---|
| No respect for clinical work | 2 |
| Support of clinical research (lack of) | 2 |
| Clinical workoad too high | 10 |
| Electronic medical/health records (EPIC) | 5 |
| Meriter-UW relationship | 3 |

## Aspects of Madison/Wisconsin

| Factor Detracting from Satisfaction | N |
|---|---|
| Weather | 2 |
| Geographic location | |
| State legislature/decisions by State/Governor/State politics | 23 |
| Respect from citizens (lack of) | |
| Public transportation (no rail, airport service) | |

## Career advancement

| Factor Detracting from Satisfaction | N |
|---|---|
| Lack of promotion/career advancement/rewards | 20 |
| Slow career progression | 1 |
| No opportunities for professional development | 1 |
| Can't crack leadership ceiling | 1 |

## Leadership/Administration

| Factor Detracting from Satisfaction | N |
|---|---|
| Bad/overloaded administration | 9 |
| Lack of/poor leadership | 8 |
| School or college administration/Bascom/Deans | 8 |
| Autocratic, top-down decision-making; Hierarchy | 4 |
| UWHC/UWMF/SMPH issues | 10 |

## Aspects of UW

| Factor Detracting from Satisfaction | N |
|---|---|
| Campus too conservative/traditional | 1 |
| Campus too big | 5 |
| Emphasis on money over quality | 1 |
| Parking/commuting | 4 |
| Affecting change at UW/slow/inertia | 15 |
| Family leave policy | 1 |
| Provincialism/Insular/"Inbred" | 2 |

## Interactions/communication

| Factor Detracting from Satisfaction | N |
|---|---|
| Isolation | 17 |

## Program excellence

| Factor Detracting from Satisfaction | N |
|---|---|
| Lack of, declining excellence/rigor/quality performance | 13 |
| Lack of vision/mission | 7 |

## Personal matters

| Factor Detracting from Satisfaction | N |
|---|---|
| Work/family imbalance | 8 |
| Dual-career/spouse or partner issues | 1 |
| Far from family/home | 1 |

## Surveys

| Factor Detracting from Satisfaction | N |
|---|---|
| Surveys | 1 |

## None

| Factor Detracting from Satisfaction | N |
|---|---|
| None, not applicable | 5 |

## Workload/stress

| Factor Detracting from Satisfaction | N |
|---|---|
| Workload is excessive, has increased | 25 |
| Insufficient workload/FTW/hours | 5 |
| Stress | 2 |
| Writing papers, publishing | 2 |
| Writing grants, pressure to win grants | 4 |

## Climate

| Factor Detracting from Satisfaction | N |
|---|---|
| Department/unit climate | 4 |
| Campus climate, morale | 18 |
| Gender climate | 4 |
| Racial climate | 1 |
| Disability climate | 1 |
| Lack of diversity | 5 |
| Campus doesn't value diversity, commitment to diversity "lip service" only | 1 |
| College/UW politics | 6 |
| Lack of intellectual or political diversity | 2 |
| "Second class citizens"/Division between TT and CHS-Clinical faculty/Difference in treatment | 32 |
| "Old boy network", nepotistic or selective hiring and favoritism | 3 |

**Table S4b.  Satisfaction With Resources, CHS/Clinical Faculty Only**

*How satisfied are you with the <u>resources</u> UW-Madison provides…*

| | …to support your research and scholarship | | | | | | ...to support your teaching | | | |
| | 2010 | | | 2012 | | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 517 | 3.38 | (1.18) | 475 | 3.37 | (1.16) | 3.50 | (1.18) | 3.57 | (1.16) |
| | | | | | | | | | | |
| Women | 253 | 3.22 | (1.18) * | 190 | 3.28 | (1.16) | 3.42 | (1.17) | 3.48 | (1.17) |
| Men | 264 | 3.53 | (1.16) | 204 | 3.45 | (1.15) | 3.57 | (1.17) | 3.66 | (1.15) |
| | | | | | | | | | | |
| Faculty of Color | 51 | 3.03 | (1.26) * | 55 | 3.45 | (1.19) | 3.27 | (1.30) | 3.39 | (1.24) |
| Majority Faculty | 465 | 3.41 | (1.16) | 345 | 3.36 | (1.16) | 3.52 | (1.16) | 3.59 | (1.15) |
| | | | | | | | | | | |
| Not US Citizen | 25 | 3.87 | (0.92) | 23 | 3.64 | (1.00) | 3.30 | (1.11) | 3.74 | (1.05) |
| US Citizen | 492 | 3.36 | (1.18) | 372 | 3.35 | (1.17) | 3.51 | (1.18) | 3.56 | (1.17) |
| | | | | | | | | | | |
| Gay/Lesbian | 13 | 3.00 | (1.77) | 13 | 3.33 | (1.12) | 3.77 | (1.48) | 3.92 | (1.19) |
| Hetero/Bisexual | 467 | 3.38 | (1.16) | 445 | 3.37 | (1.17) | 3.49 | (1.16) | 3.55 | (1.17) |
| | | | | | | | | | | |
| Faculty with Disability | NA | -- | -- | 36 | 3.00 | (1.07) | -- | -- | 3.42 | (1.13) |
| Faculty Without Disability | NA | -- | -- | 426 | 3.40 | (1.17) | -- | -- | 3.58 | (1.17) |
| | | | | | | | | | | |
| Biological Science | 491 | 3.39 | (1.17) | 434 | 3.41 | (1.15) * | 3.51 | (1.17) | 3.58 | (1.15) |
| Social Studies | 25 | 3.16 | (1.25) | 32 | 2.81 | (1.17) | 3.26 | (1.18) | 3.44 | (1.39) |
| | | | | | | | | | | |
| Clinical | 255 | 3.30 | (1.15) | 169 | 3.43 | (1.12) | 3.44 | (1.19) | 3.64 | (1.18) |
| CHS | 261 | 3.43 | (1.19) | 225 | 3.32 | (1.19) | 3.56 | (1.16) | 3.49 | (1.14) |
| | | | | | | | | | | |
| Assistant Rank | 240 | 3.56 | (1.12) * | 175 | 3.64 | (1.05) * | 3.61 | (1.10) * | 3.68 | (1.05) * |
| Associate or Full Rank | 277 | 3.24 | (1.20) | 219 | 3.16 | (1.20) | 3.41 | (1.23) | 3.47 | (1.25) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).
   Respondents could also choose "NA."

**Table S5b.  Satisfaction With Resources, CHS/Clinical Faculty Only**

***How satisfied are you with the <u>resources</u> UW-Madison provides…***

| | …to support your clinical work | | | | | | | | …to support your extension or outreach activities | | | |
| | 2010 | | | | 2012 | | | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | | Mean | Std. Dev. | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 517 | 3.55 | (1.20) | | 475 | 3.65 | (1.19) | | 3.35 | (1.08) | 3.41 | (1.16) |
| | | | | | | | | | | | | |
| Women | 253 | 3.45 | (1.20) | | 190 | 3.46 | (1.21) | * | 3.26 | (1.13) | 3.35 | (1.15) |
| Men | 264 | 3.64 | (1.19) | | 204 | 3.83 | (1.15) | | 3.42 | (1.03) | 3.47 | (1.18) |
| | | | | | | | | | | | | |
| Faculty of Color | 51 | 3.47 | (1.25) | | 55 | 3.55 | (1.26) | | 3.06 | (1.13) | 3.31 | (1.22) |
| Majority Faculty | 465 | 3.55 | (1.20) | | 345 | 3.67 | (1.18) | | 3.37 | (1.06) | 3.42 | (1.16) |
| | | | | | | | | | | | | |
| Not US Citizen | 25 | 3.64 | (1.25) | | 23 | 3.78 | (1.13) | | 3.06 | (0.83) | 3.47 | (1.12) |
| US Citizen | 492 | 3.54 | (1.20) | | 372 | 3.65 | (1.19) | | 3.36 | (1.09) | 3.41 | (1.17) |
| | | | | | | | | | | | | |
| Gay/Lesbian | 13 | 3.87 | (0.99) | | 13 | 3.83 | (1.03) | | 3.38 | (0.96) | 3.44 | (1.24) |
| Hetero/Bisexual | 467 | 3.53 | (1.21) | | 445 | 3.66 | (1.20) | | 3.34 | (1.07) | 3.40 | (1.17) |
| | | | | | | | | | | | | |
| Faculty with Disability | NA | -- | -- | | 36 | 3.53 | (1.00) | | -- | -- | 3.30 | (1.12) |
| Faculty Without Disability | NA | -- | -- | | 426 | 3.67 | (1.21) | | -- | -- | 3.42 | (1.17) |
| | | | | | | | | | | | | |
| Biological Science | 491 | 3.57 | (1.20) | | 434 | 3.69 | (1.16) | * | 3.35 | (1.06) | 3.42 | (1.15) |
| Social Studies | 25 | 3.04 | (1.20) | * | 32 | 3.00 | (1.44) | | 3.29 | (1.27) | 3.24 | (1.33) |
| | | | | | | | | | | | | |
| Clinical | 255 | 3.49 | (1.20) | | 169 | 3.69 | (1.22) | | 3.30 | (1.04) | 3.46 | (1.17) |
| CHS | 261 | 3.61 | (1.20) | | 225 | 3.62 | (1.16) | | 3.39 | (1.11) | 3.36 | (1.15) |
| | | | | | | | | | | | | |
| Assistant Rank | 240 | 3.68 | (1.15) | * | 175 | 3.83 | (1.10) | * | 3.36 | (1.07) | 3.53 | (1.13) |
| Associate or Full Rank | 277 | 3.43 | (1.23) | | 219 | 3.49 | (1.24) | | 3.34 | (1.09) | 3.31 | (1.18) |

\* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).
Respondents could also choose "NA."

**Table S6b.  Satisfaction With Salary, CHS/Clinical Faculty Only**

| | How satisfied are you with your salary? | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2010 | | | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | |
| Total | 548 | 3.25 | (1.19) | | 494 | 3.39 | (1.28) | |
| | | | | | | | | |
| Women | 273 | 3.19 | (1.22) | | 242 | 3.22 | (1.26) | * |
| Men | 275 | 3.31 | (1.16) | | 252 | 3.56 | (1.28) | ↑ |
| | | | | | | | | |
| Faculty of Color | 52 | 3.08 | (1.19) | | 56 | 3.09 | (1.39) | |
| Majority Faculty | 495 | 3.27 | (1.19) | | 438 | 3.43 | (1.27) | ↑ |
| | | | | | | | | |
| Not US Citizen | 25 | 3.48 | (1.12) | | 26 | 3.38 | (1.17) | |
| US Citizen | 523 | 3.24 | (1.20) | | 468 | 3.39 | (1.29) | ↑ |
| | | | | | | | | |
| Gay/Lesbian | 15 | 3.53 | (1.41) | | 13 | 3.77 | (1.17) | |
| Hetero/Bisexual | 528 | 3.24 | (1.19) | | 471 | 3.38 | (1.29) | |
| | | | | | | | | |
| Faculty with Disability | NA | -- | -- | | 41 | 2.93 | (1.27) | * |
| Faculty Without Disability | NA | -- | -- | | 448 | 3.44 | (1.27) | |
| | | | | | | | | |
| Biological Science | 513 | 3.30 | (1.19) | * | 460 | 3.46 | (1.26) | * ↑ |
| Social Studies | 33 | 2.48 | (0.97) | | 33 | 2.48 | (1.30) | |
| | | | | | | | | |
| Clinical | 278 | 3.04 | (1.25) | * | 253 | 3.22 | (1.30) | * |
| CHS | 269 | 3.46 | (1.10) | | 241 | 3.58 | (1.24) | |
| | | | | | | | | |
| Assistant Rank | 255 | 3.25 | (1.13) | | 235 | 3.41 | (1.26) | |
| Associate or Full Rank | 293 | 3.25 | (1.25) | | 259 | 3.37 | (1.31) | |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at $p<.05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

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

**Table S7b. Intention to Leave, CHS/Clinical Faculty Only**

How likely are you to leave UW-Madison in next 3 years?**

| | 2010 | | | 2012 | | | |
|---|---|---|---|---|---|---|---|
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | |
| Total | 544 | 3.53 | (1.35) | 495 | 3.40 | (1.44) | |
| | | | | | | | |
| Women | 270 | 3.43 | (1.39) | 243 | 3.38 | (1.42) | |
| Men | 273 | 3.63 | (13.06) | 252 | 3.42 | (1.47) | |
| | | | | | | | |
| Faculty of Color | 51 | 3.25 | (1.34) | 56 | 2.82 | (1.45) | * |
| Majority Faculty | 491 | 3.56 | (1.35) | 439 | 3.47 | (1.42) | |
| | | | | | | | |
| Not US Citizen | 25 | 3.64 | (1.35) | 26 | 3.58 | (1.45) | |
| US Citizen | 518 | 3.52 | (1.35) | 469 | 3.39 | (1.44) | |
| | | | | | | | |
| Gay/Lesbian | 15 | 3.60 | (1.50) | 13 | 3.69 | (1.38) | |
| Hetero/Bisexual | 524 | 3.52 | (1.35) | 475 | 3.40 | (1.44) | |
| | | | | | | | |
| Faculty with Disability | NA | -- | -- | 41 | 3.24 | (1.34) | |
| Faculty Without Disability | NA | -- | -- | 452 | 3.42 | (1.45) | |
| | | | | | | | |
| Biological Science | 507 | 3.56 | (1.35) | 461 | 3.41 | (1.43) | |
| Social Studies | 34 | 3.06 | (1.30) | 33 | 3.18 | (1.53) | |
| | | | | | | | |
| Clinical | 275 | 3.43 | (1.38) | 255 | 3.37 | (1.48) | |
| CHS | 267 | 3.63 | (1.31) | 240 | 3.43 | (1.39) | |
| | | | | | | | |
| Assistant Rank | 254 | 3.54 | (1.32) | 234 | 3.45 | (1.41) | |
| Associate or Full Rank | 289 | 3.52 | (1.38) | 261 | 3.36 | (1.47) | |

Note: the * for Biological Science 2010 row appears in the Std. Dev. area between waves.

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).
** Lower numbers = More likely to leave.
↑ or ↓ Significant change at $p<.05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

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

**Table S8b.  Considered Reasons to Leave, CHS/Clinical Faculty Only**

*Have you considered the following reasons to leave….*

| | Increase salary | | | | | | | Improve prospects for tenure or enhance your career in other ways | | | | | More supportive work environment | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2010 | | | | 2012 | | | 2010 | | 2012 | | | 2010 | | | 2012 | | |
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. |
| Total | 544 | 1.73 | (0.73) | | 464 | 1.80 | (0.74) | 1.99 | (0.77) | 1.72 | (0.79) | ↓ | 1.76 | (0.81) | | 1.80 | (0.82) | |
| Women | 271 | 1.73 | (0.72) | | 227 | 1.81 | (0.74) | 2.00 | (0.74) | 1.85 | (0.83) | * ↓ | 1.87 | (0.81) | * | 1.88 | (0.81) | * |
| Men | 273 | 1.74 | (0.75) | | 237 | 1.79 | (0.73) | 1.97 | (0.79) | 1.61 | (0.74) | ↓ | 1.65 | (0.79) | | 1.72 | (0.81) | |
| Faculty of Color | 51 | 1.90 | (0.78) | | 51 | 1.88 | (0.79) | 2.13 | (0.84) | 2.06 | (0.87) | * | 1.98 | (0.83) | * | 2.02 | (0.84) | * |
| Majority Faculty | 491 | 1.72 | (0.73) | | 413 | 1.79 | (0.73) | 1.97 | (0.76) | 1.68 | (0.77) | ↓ | 1.73 | (0.80) | | 1.77 | (0.81) | |
| Not US Citizen | 25 | 1.70 | (0.70) | | 24 | 2.04 | (0.81) | 1.91 | (0.79) | 2.00 | (0.72) | | 1.54 | (0.66) | | 1.71 | (0.86) | |
| US Citizen | 518 | 1.74 | (0.74) | | 440 | 1.79 | (0.73) | 1.99 | (0.77) | 1.71 | (0.79) | ↓ | 1.77 | (0.81) | | 1.80 | (0.81) | |
| Gay/Lesbian | 14 | 1.64 | (0.74) | | 12 | 1.58 | (0.67) | 2.21 | (0.80) | 1.33 | (0.65) | ↓ | 1.71 | (0.83) | | 1.92 | (1.00) | |
| Hetero/Bisexual | 490 | 1.73 | (0.73) | | 445 | 1.80 | (0.74) | 1.98 | (0.77) | 1.73 | (0.80) | ↓ | 1.76 | (0.81) | | 1.79 | (0.81) | |
| Faculty with Disability | NA | -- | -- | | 38 | 1.87 | (0.78) | -- | -- | 1.58 | (0.81) | | -- | -- | | 1.82 | (0.87) | |
| Faculty Without Disability | NA | -- | -- | | 424 | 1.79 | (0.73) | -- | -- | 1.74 | (0.79) | | -- | -- | | 1.80 | (0.81) | |
| Biological Science | 507 | 1.72 | (0.73) | * | 432 | 1.78 | (0.74) | 1.98 | (0.76) | 1.71 | (0.78) | ↓ | 1.76 | (0.81) | | 1.79 | (0.81) | |
| Social Studies | 34 | 2.03 | (0.82) | | 31 | 2.00 | (0.68) | 2.03 | (0.82) | 1.93 | (0.87) | | 1.66 | (0.81) | | 1.83 | (0.85) | |
| Clinical | 275 | 1.83 | (0.76) | * | 233 | 1.85 | (0.75) | 1.96 | (0.78) | 1.59 | (0.78) | * ↓ | 1.76 | (0.82) | | 1.72 | (0.80) | * |
| CHS | 268 | 1.64 | (0.69) | | 231 | 1.75 | (0.71) | 2.01 | (0.76) | 1.85 | (0.78) | ↓ | 1.75 | (0.80) | | 1.87 | (0.83) | |
| Assistant Rank | 255 | 1.79 | (0.72) | | 218 | 1.81 | (0.73) | 2.01 | (0.74) | 1.73 | (0.77) | ↓ | 1.76 | (0.78) | | 1.74 | (0.79) | |
| Associate or Full Rank | 289 | 1.69 | (0.74) | | 246 | 1.79 | (0.74) | 1.97 | (0.79) | 1.72 | (0.81) | ↓ | 1.76 | (0.83) | | 1.85 | (0.83) | |

* Significant difference at $p<.05$ within waves, between groups (e.g., Women and Men).

**Table S9b.  Considered Reasons to Leave, CHS/Clinical Faculty Only**

*Have you considered the following reasons to leave….*

| | Increased research time | | | | | | Reduce stress | | | | Improve employment situation of spouse/partner | | | |
| | 2010 | | | 2012 | | | 2010 | | 2012 | | 2010 | | 2012 | |
| | N | Mean | Std. Dev. | N | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. | Mean | Std. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 544 | 1.31 | (0.61) | 464 | 1.32 | (0.59) | 1.88 | (0.79) | 1.92 | (0.75) | 1.34 | (0.62) | 1.39 | (0.66) |
| Women | 271 | 1.30 | (0.59) | 227 | 1.32 | (0.58) | 2.02 | (0.79) * | 2.03 | (0.73) * | 1.36 | (0.63) | 1.49 | (0.72) * ↑ |
| Men | 273 | 1.32 | (0.62) | 237 | 1.33 | (0.60) | 1.74 | (0.76) | 1.82 | (0.74) | 1.32 | (0.60) | 1.29 | (0.59) |
| Faculty of Color | 51 | 1.40 | (0.66) | 51 | 1.47 | (0.77) | 1.89 | (0.81) | 1.92 | (0.82) | 1.52 | (0.73) | 1.72 | (0.81) * |
| Majority Faculty | 491 | 1.30 | (0.60) | 413 | 1.31 | (0.56) | 1.88 | (0.79) | 1.92 | (0.74) | 1.32 | (0.60) | 1.35 | (0.63) |
| Not US Citizen | 25 | 1.45 | (0.74) | 24 | 1.67 | (0.58) * | 1.57 | (0.66) * | 1.67 | (0.76) | 1.43 | (0.73) | 1.43 | (0.66) |
| US Citizen | 518 | 1.30 | (0.60) | 440 | 1.31 | (0.59) | 1.89 | (0.79) | 1.94 | (0.74) | 1.34 | (0.61) | 1.38 | (0.66) |
| Gay/Lesbian | 14 | 1.23 | (0.60) | 12 | 1.40 | (0.84) | 1.79 | (0.81) | 2.00 | (0.85) | 1.46 | (0.78) | 1.70 | (0.95) |
| Hetero/Bisexual | 490 | 1.31 | (0.61) | 445 | 1.32 | (0.58) | 1.88 | (0.79) | 1.92 | (0.74) | 1.34 | (0.61) | 1.38 | (0.65) |
| Faculty with Disability | NA | -- | -- | 38 | 1.29 | (0.58) | -- | -- | 2.13 | (0.66) * | -- | -- | 1.18 | (0.39) * |
| Faculty Without Disability | NA | -- | -- | 424 | 1.32 | (0.59) | -- | -- | 1.91 | (0.75) | -- | -- | 1.41 | (0.68) |
| Biological Science | 507 | 1.31 | (0.60) | 432 | 1.32 | (0.58) | 1.88 | (0.79) | 1.94 | (0.74) * | 1.35 | (0.62) | 1.39 | (0.66) |
| Social Studies | 34 | 1.23 | (0.59) | 31 | 1.40 | (0.71) | 1.83 | (0.83) | 1.64 | (0.73) | 1.22 | (0.58) | 1.29 | (0.60) |
| Clinical | 275 | 1.19 | (0.50) * | 233 | 1.22 | (0.51) * | 1.88 | (0.79) | 1.92 | (0.72) | 1.32 | (0.61) | 1.32 | (0.60) * |
| CHS | 268 | 1.42 | (0.67) | 231 | 1.41 | (0.64) | 1.87 | (0.79) | 1.92 | (0.77) | 1.37 | (0.62) | 1.45 | (0.71) |
| Assistant Rank | 255 | 1.28 | (0.60) | 218 | 1.27 | (0.54) | 1.90 | (0.79) | 1.89 | (0.72) | 1.46 | (0.73) * | 1.52 | (0.74) * |
| Associate or Full Rank | 289 | 1.33 | (0.61) | 246 | 1.37 | (0.63) | 1.86 | (0.79) | 1.95 | (0.77) | 1.24 | (0.48) | 1.26 | (0.55) |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).

**Table S10b.  Considered Reasons to Leave, CHS/Clinical Faculty Only**

*Have you considered the following reasons to leave….*

| | Retirement 2010 | | | | Retirement 2012 | | | | Adjust clinical load 2010 | | | Adjust clinical load 2012 | | | Other 2010 | | | Other 2012 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | Std. Dev. | | N | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | Mean | Std. Dev. | | |
| Total | 544 | 1.41 | (0.68) | | 464 | 1.45 | (1.38) | | 1.59 | (0.70) | | 1.60 | (0.69) | | 2.10 | (0.93) | | 2.45 | (0.70) | | ↑ |
| Women | 271 | 1.32 | (0.61) | * | 227 | 1.39 | (0.67) | * | 1.63 | (0.73) | | 1.61 | (0.70) | | 2.06 | (0.97) | | 2.52 | (0.63) | | ↑ |
| Men | 273 | 1.49 | (0.74) | | 237 | 1.50 | (0.76) | | 1.55 | (0.66) | | 1.59 | (0.68) | | 2.13 | (0.91) | | 2.39 | (0.76) | | |
| Faculty of Color | 51 | 1.29 | (0.64) | | 51 | 1.24 | (0.53) | * | 1.53 | (0.69) | | 1.64 | (0.72) | | 1.60 | (0.89) | | 2.56 | (0.73) | | ↑ |
| Majority Faculty | 491 | 1.42 | (0.69) | | 413 | 1.47 | (0.74) | | 1.60 | (0.70) | | 1.60 | (0.69) | | 2.14 | (0.93) | | 2.43 | (0.70) | | ↑ |
| Not US Citizen | 25 | 1.35 | (0.65) | | 24 | 1.24 | (0.62) | | 1.57 | (0.66) | | 1.70 | (0.70) | | 3.00 | (0.00) | * | 2.25 | (0.50) | | ↑ |
| US Citizen | 518 | 1.41 | (0.69) | | 440 | 1.46 | (0.72) | | 1.59 | (0.70) | | 1.60 | (0.69) | | 2.04 | (0.93) | | 2.46 | (0.71) | | ↑ |
| Gay/Lesbian | 14 | 1.36 | (0.74) | | 12 | 1.27 | (0.47) | | 1.50 | (0.65) | | 1.50 | (0.52) | | 1.50 | (1.00) | | -- | -- | | |
| Hetero/Bisexual | 490 | 1.41 | (0.68) | | 445 | 1.45 | (0.72) | | 1.59 | (0.70) | | 1.60 | (0.69) | | 2.13 | (0.92) | | 2.45 | (0.70) | | ↑ |
| Faculty with Disability | NA | -- | -- | | 38 | 1.78 | (0.79) | * | -- | -- | | 1.64 | (0.76) | | -- | -- | | 2.14 | (0.90) | | |
| Faculty Without Disability | NA | -- | -- | | 424 | 1.42 | (0.71) | | -- | -- | | 1.60 | (0.68) | | -- | -- | | 2.49 | (0.67) | | |
| Biological Science | 507 | 1.39 | (0.67) | * | 432 | 1.44 | (0.72) | | 1.61 | (0.70) | * | 1.61 | (0.69) | | 2.10 | (0.92) | | 2.46 | (0.69) | | ↑ |
| Social Studies | 34 | 1.67 | (0.80) | | 31 | 1.59 | (0.78) | | 1.27 | (0.60) | | 1.52 | (0.70) | | 1.00 | (0.00) | * | 2.25 | (0.96) | | |
| Clinical | 275 | 1.55 | (0.76) | * | 233 | 1.55 | (0.77) | * | 1.65 | (0.74) | | 1.64 | (0.69) | | 1.94 | (0.91) | | 2.39 | (0.75) | | ↑ |
| CHS | 268 | 1.27 | (0.57) | | 231 | 1.34 | (0.65) | | 1.54 | (0.65) | | 1.57 | (0.69) | | 2.21 | (0.93) | | 2.52 | (0.64) | | |
| Assistant Rank | 255 | 1.28 | (0.61) | * | 218 | 1.26 | (0.60) | * | 1.53 | (0.65) | | 1.53 | (0.64) | * | 2.11 | (0.88) | | 2.36 | (0.64) | | |
| Associate or Full Rank | 289 | 1.52 | (0.72) | | 246 | 1.60 | (0.78) | | 1.65 | (0.73) | | 1.67 | (0.73) | | 2.09 | (0.97) | | 2.51 | (0.74) | | ↑ |

* Significant difference at *p*<.05 within waves, between groups (e.g., Women and Men).
↑ or ↓ Significant change at *p*<.05 between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

**Table S11b. Additional Reasons Considered for Leaving UW-Madison, CHS/Clinical Faculty Only (Full Codebook)**

| Benefits | |
|---|---|
| Reasons to Consider Leaving | N |
| Benefits | 1 |

| Institutional and Departmental Issues | |
|---|---|
| Reasons to Consider Leaving | N |
| Quality of, relationships with leadership and administrators | 6 |
| Department (general) | 1 |
| Institutional or departmental rank, prestige, quality | 2 |
| Availability of colleagues/departments in same field, same/similar interests; intellectual community | 3 |
| Diversity | 1 |
| Bureaucracy | 1 |
| Relationship with State government | 1 |
| More available, stable, secure resources | 1 |

| Personal and Family | |
|---|---|
| Reasons to Consider Leaving | N |
| Closer to family | 5 |
| Relocating for/to be with partner/spouse | 2 |
| Health or disability issue | 1 |
| Balance | 2 |

| Local Characteristics | |
|---|---|
| Reasons to Consider Leaving | N |
| Geographic location | 6 |
| Weather | 1 |
| Travel time and costs; Costs of living | 2 |

| Climate | |
|---|---|
| Reasons to Consider Leaving | N |
| Want to feel needed, valued, respected, heard | 6 |
| General work, academic environment | 1 |
| Political environment | 1 |

| Research-Specific Concerns | |
|---|---|
| Reasons to Consider Leaving | N |
| Find department that values research | 1 |

| Teaching-Specific Concerns | |
|---|---|
| Reasons to Consider Leaving | N |
| Improve or increase range of teaching opportunities | 2 |
| Lower teaching load | 1 |
| Teaching more valued | 3 |

| Career and Advancement | |
|---|---|
| Reasons to Consider Leaving | N |
| Salary and salary process | 1 |
| Adjustments to administrative load, burdens | 2 |
| To reach leadership position (e.g., chair, administrator) | 3 |
| To develop a business | 1 |
| Need change, challenge | 5 |
| Leaving academia | 2 |
| To be promoted, advancement (e.g., Full Rank) | 1 |

# Section 5:  Appendices

# Appendix 5:  2012 Figures

# 2012 Hiring:

# Figures H2a_1 through H2e_2

## Figure H2a_1: Overall hiring process satisfaction by personal characteristic
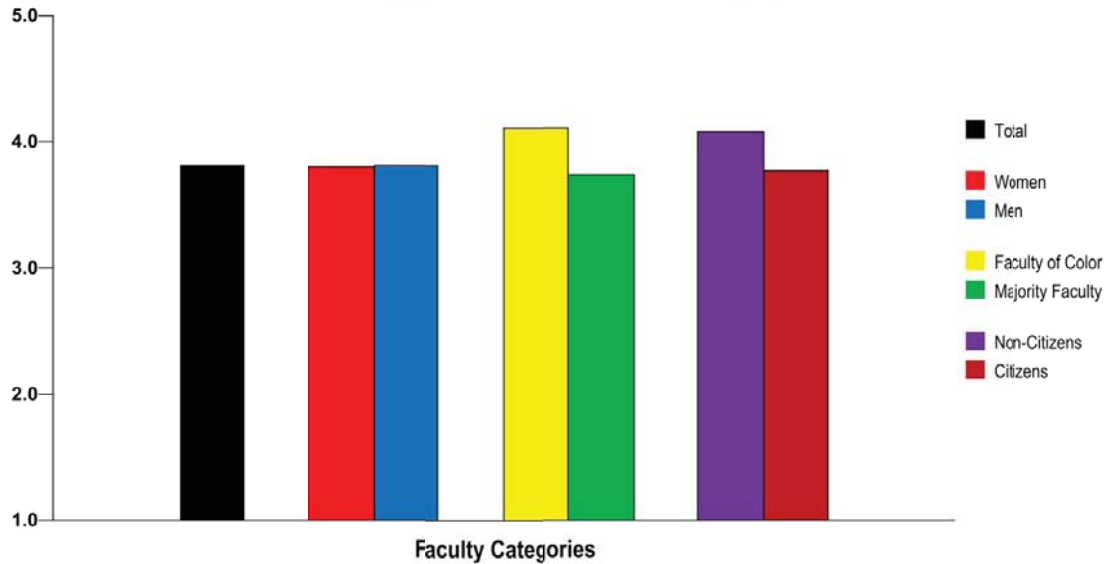


**Faculty Categories**

Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (red)

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the overall hiring process?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).
Respondents could also choose "NA."

\* indicates significant difference at p<0.05.

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## Figure H2a_2: Overall hiring process satisfaction by title series and rank
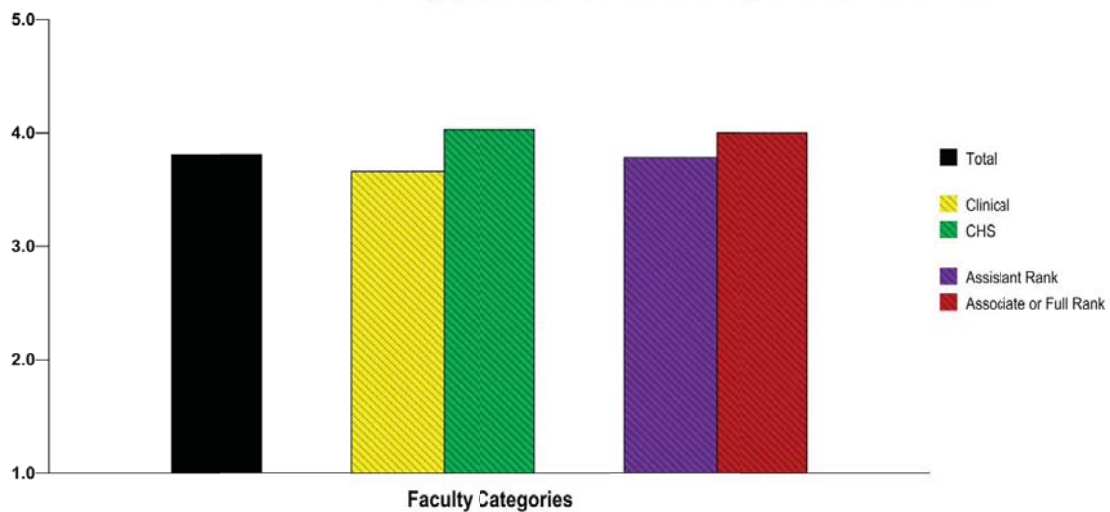


**Faculty Categories**

Legend:
- Total (black)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (red)

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the overall hiring process?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).
Respondents could also choose "NA."

\* indicates significant difference at p<0.05.

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## Figure H2b_1: Satisfaction with departmental effort to obtain resources by personal characteristic



Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)

X-axis: Faculty Categories
Y-axis: 1.0 to 5.0

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department's effort to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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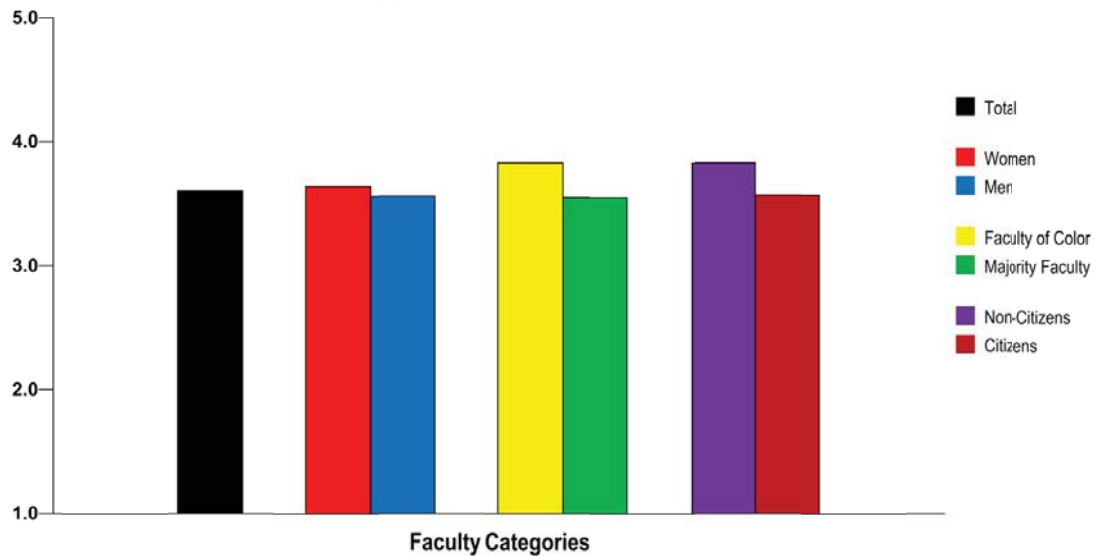
## Figure H2b_2: Satisfaction with departmental effort to obtain resources by title series and rank
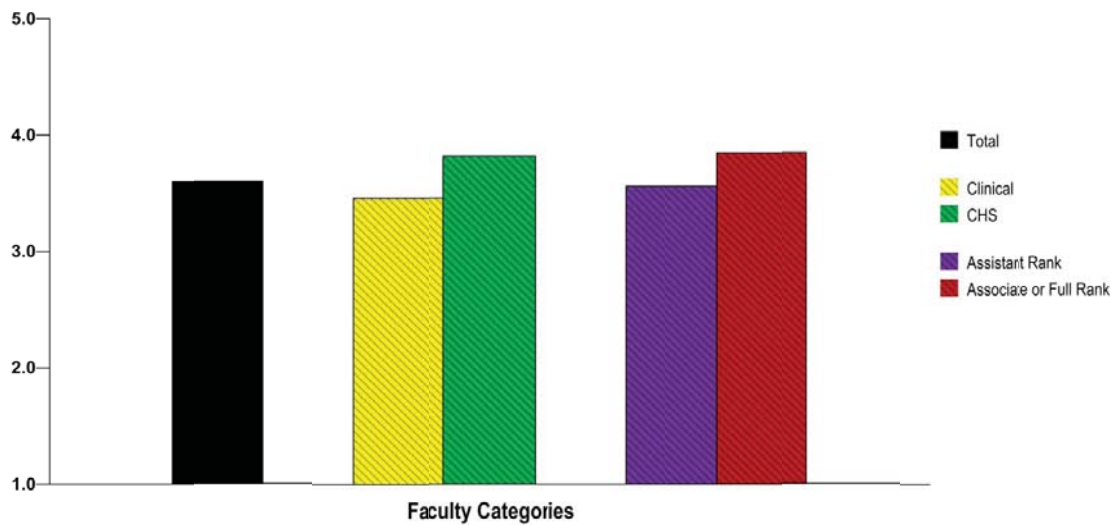


Legend:
- Total (black)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (red)

X-axis: Faculty Categories
Y-axis: 1.0 to 5.0

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department's effort to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure H2c_1: Satisfaction with departmental effort to meet candidates by personal characteristic
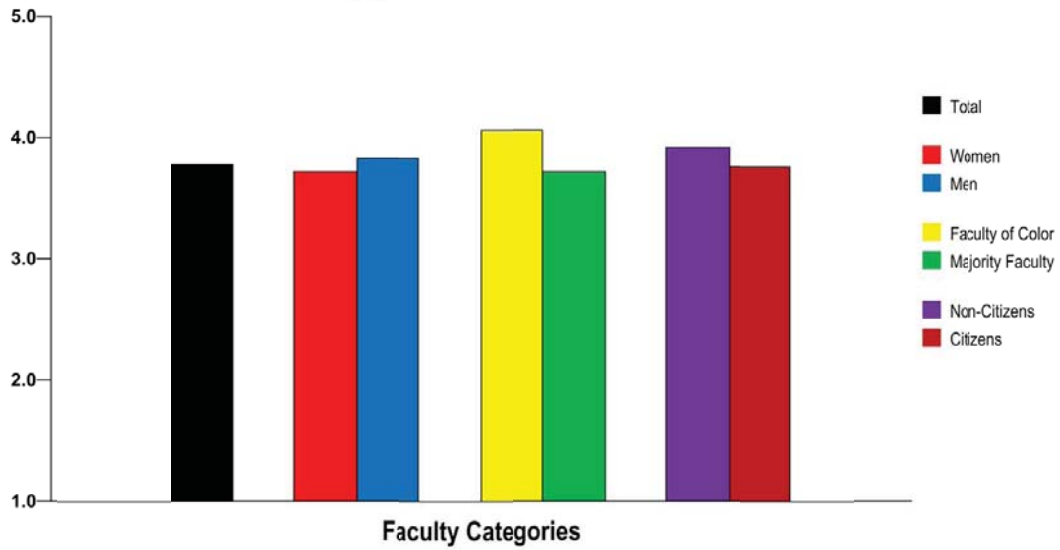


**Legend:**
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens

x-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department faculty's efforts to meet you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure H2c_2: Satisfaction with departmental effort to meet candidates by title series and rank
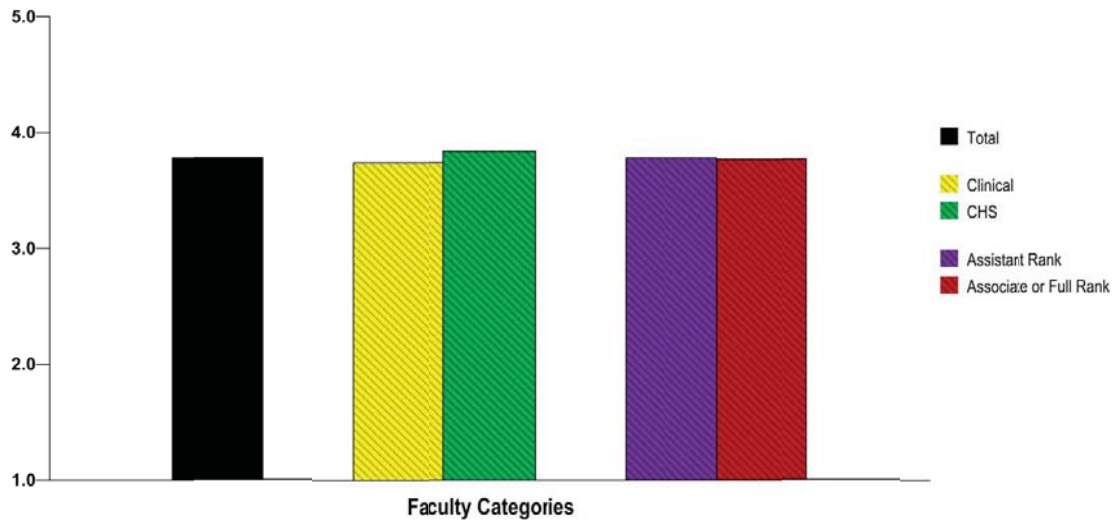


**Legend:**
- Total
- Clinical
- CHS
- Assistant Rank
- Associate or Full Rank

x-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department faculty's efforts to meet you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05

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# Figure H2d_1: Satisfaction with search committee interactions by personal characteristic
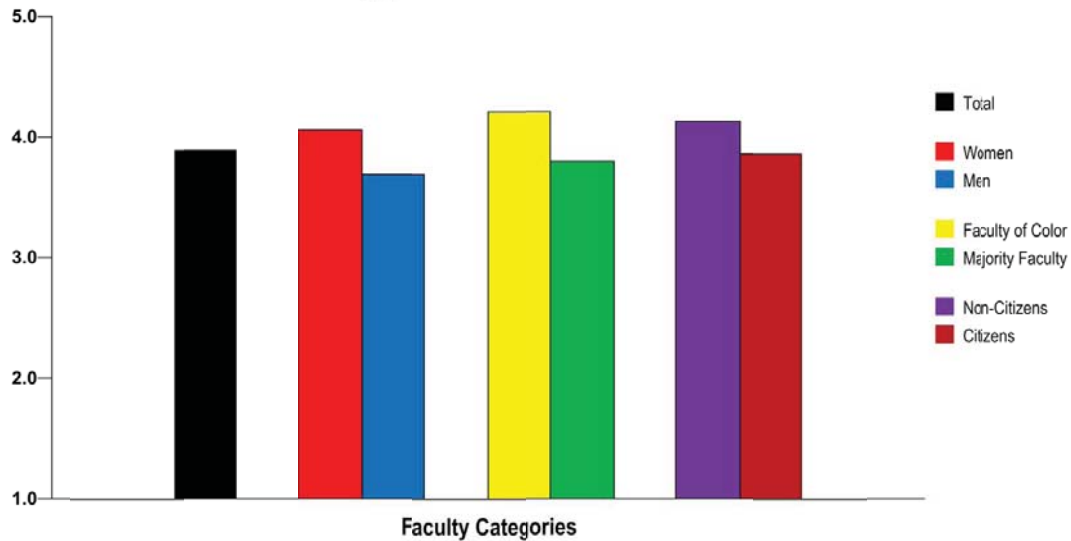


**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (red/dark red)

X-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your interactions with the search committee?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05

# Figure H2d_2: Satisfaction with search committee interactions by title series and rank
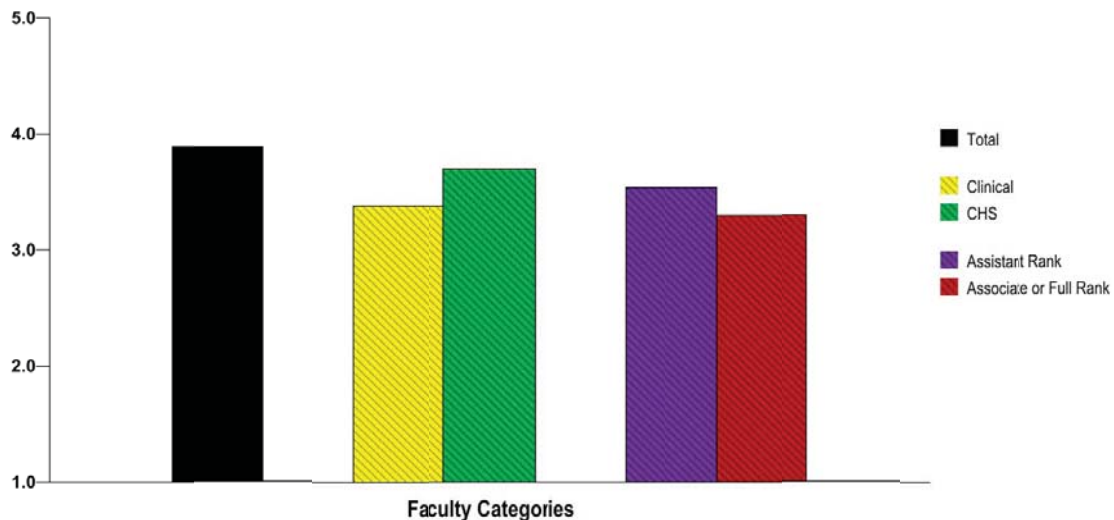


**Legend:**
- Total (black)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (red)

X-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your interactions with the search committee?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05

## Figure H2e_1: Satisfaction with start up package by personal characteristic
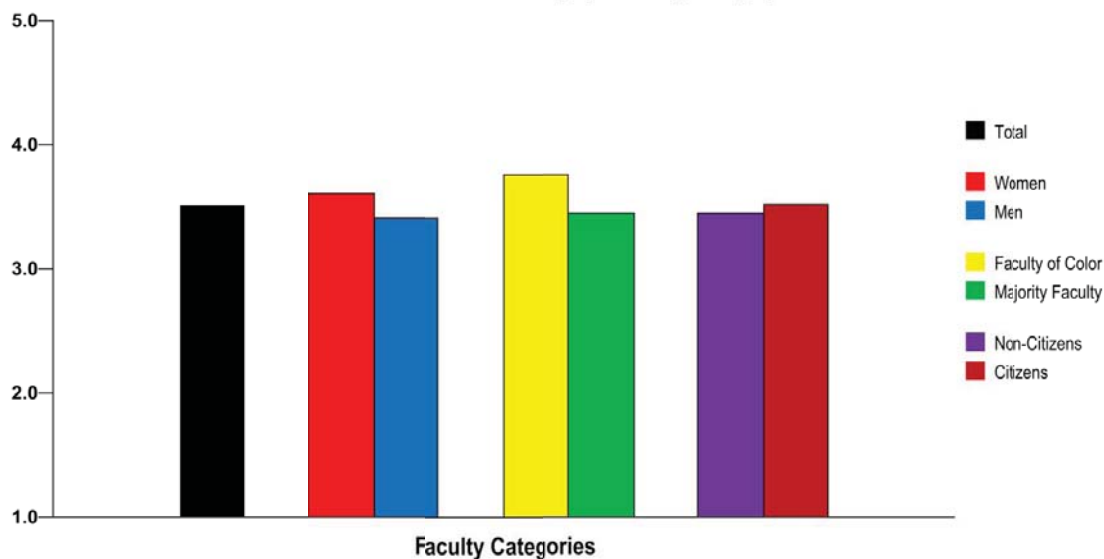


Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (red)

X-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at p<0.05

## Figure H2e_2: Satisfaction with start up package by title series and rank
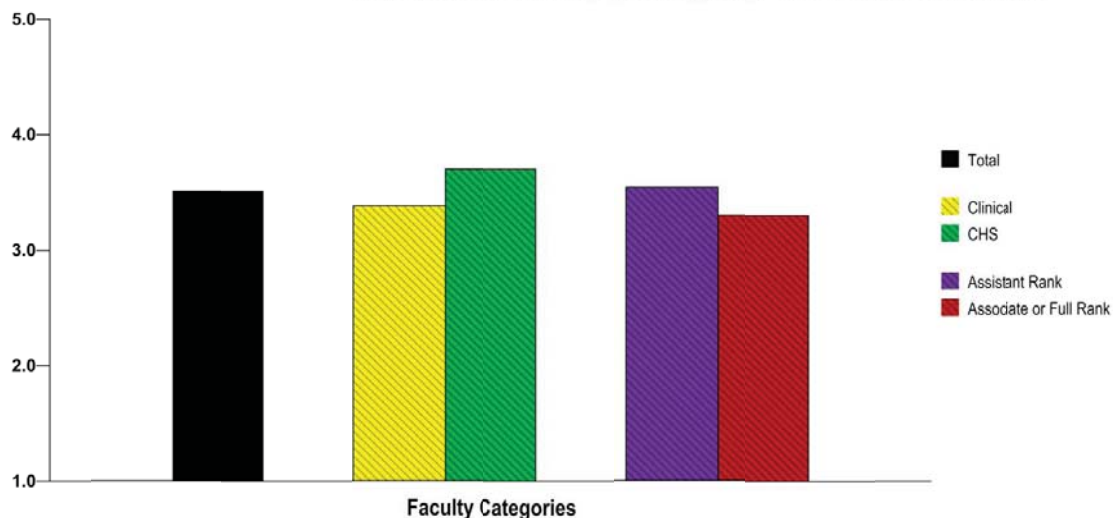


Legend:
- Total (black)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (red)

X-axis: Faculty Categories

The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at p<0.05

# 2012 Climate:

# Figures DC3a_1 through DC6c_2

**Figure DC3a_1: Frequency of being treated with respect by colleagues by personal characteristic**
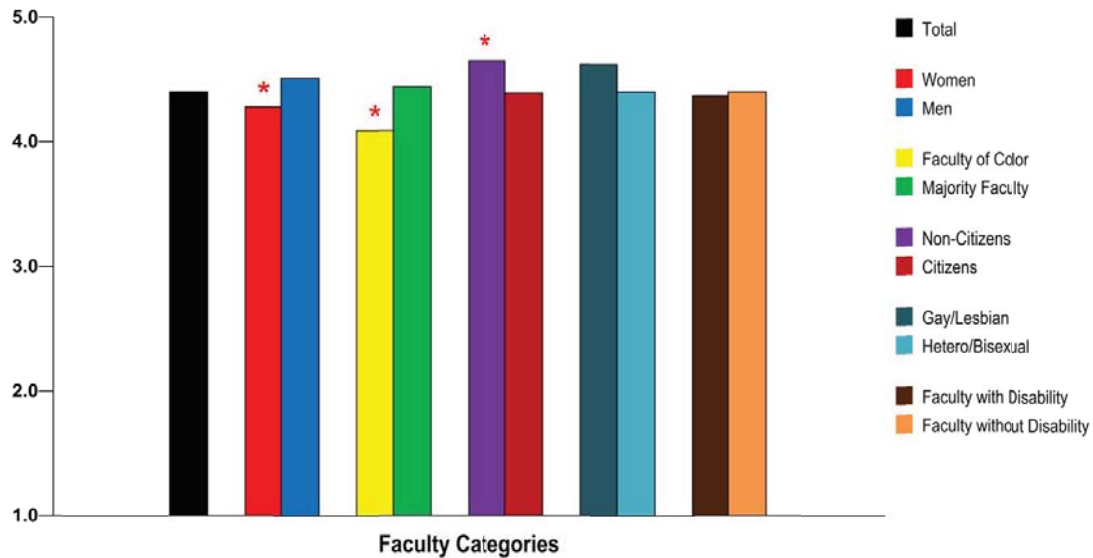
Legend:
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
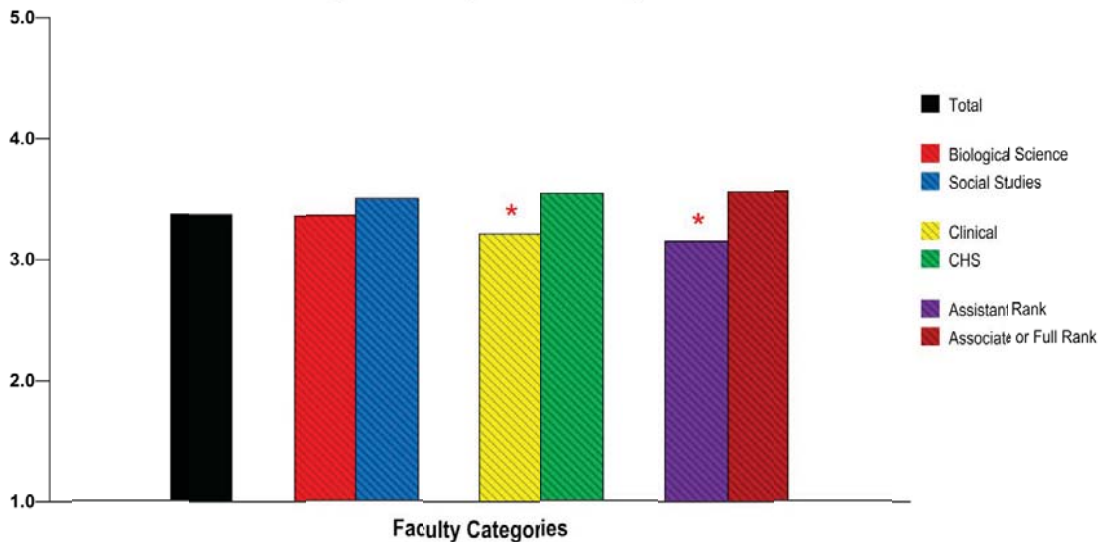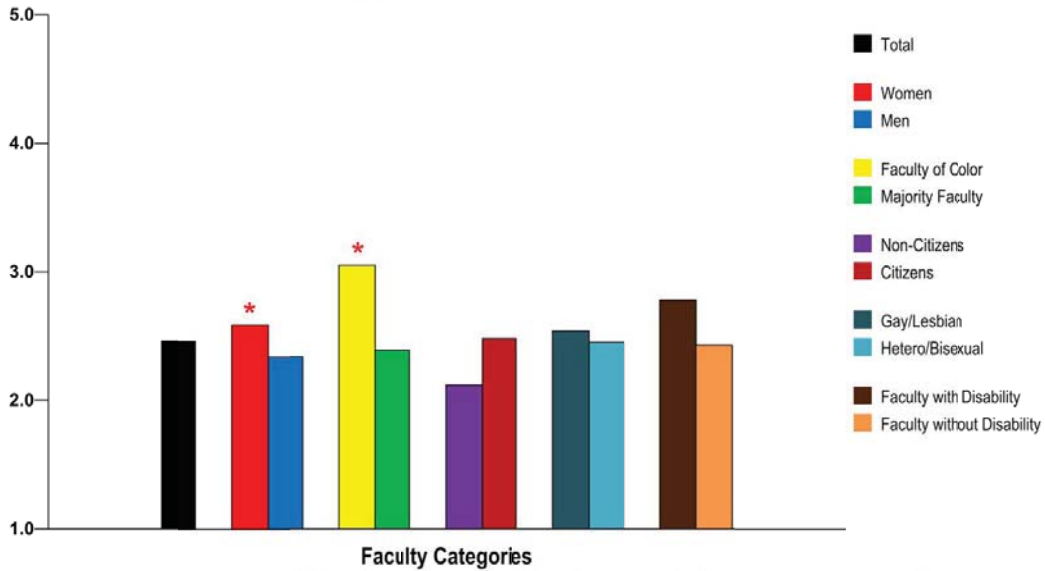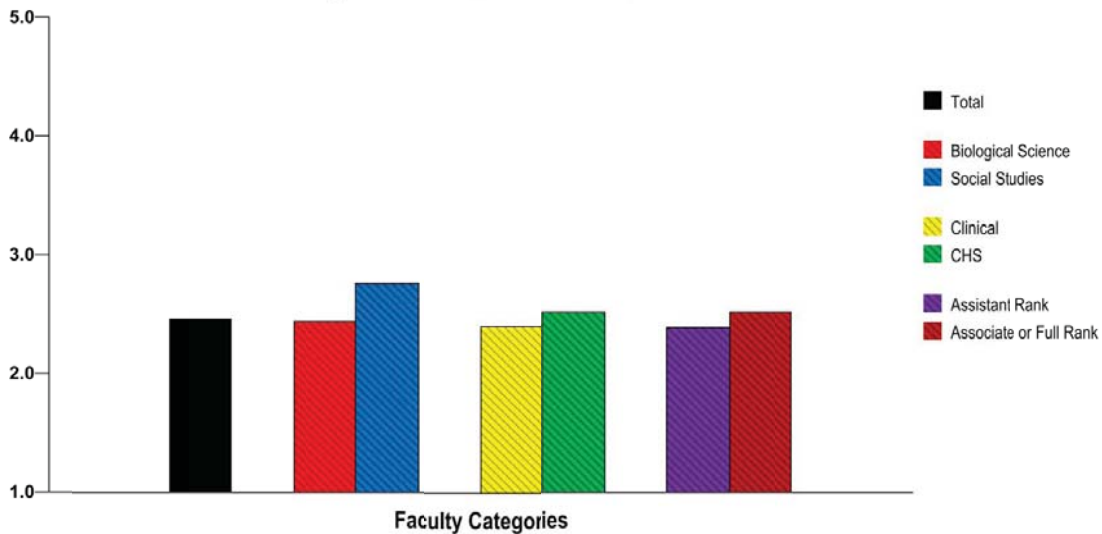- Hetero/Bisexual
- Faculty with Disability
- Faculty without Disability

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by colleagues?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

**Figure DC3a_2: Frequency of being treated with respect by colleagues by division, title series, and rank**
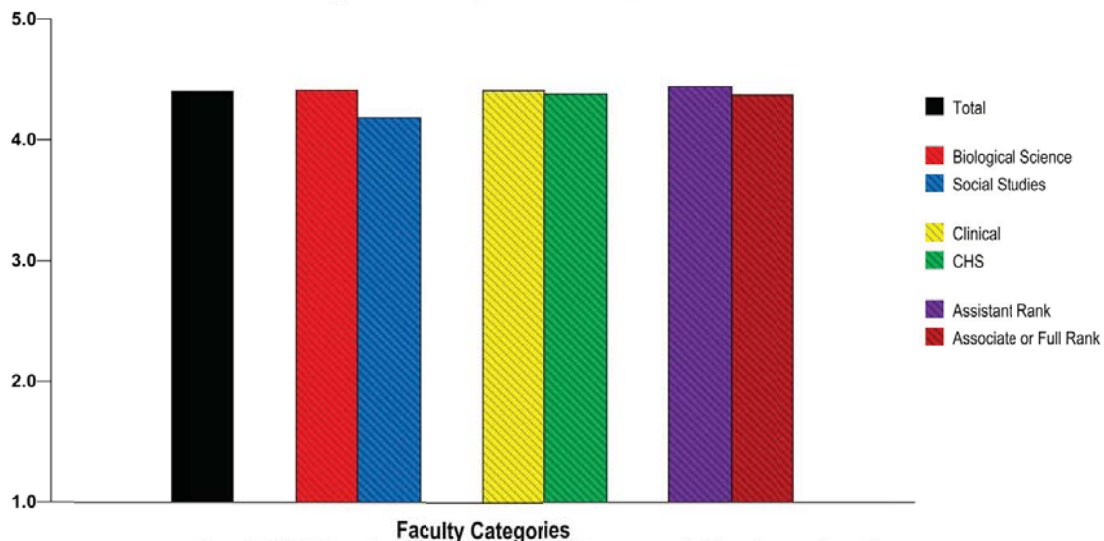
Legend:
- Total
- Biological Science
- Social Studies
- Clinical
- CHS
- Assistant Rank
- Associate or Full Rank
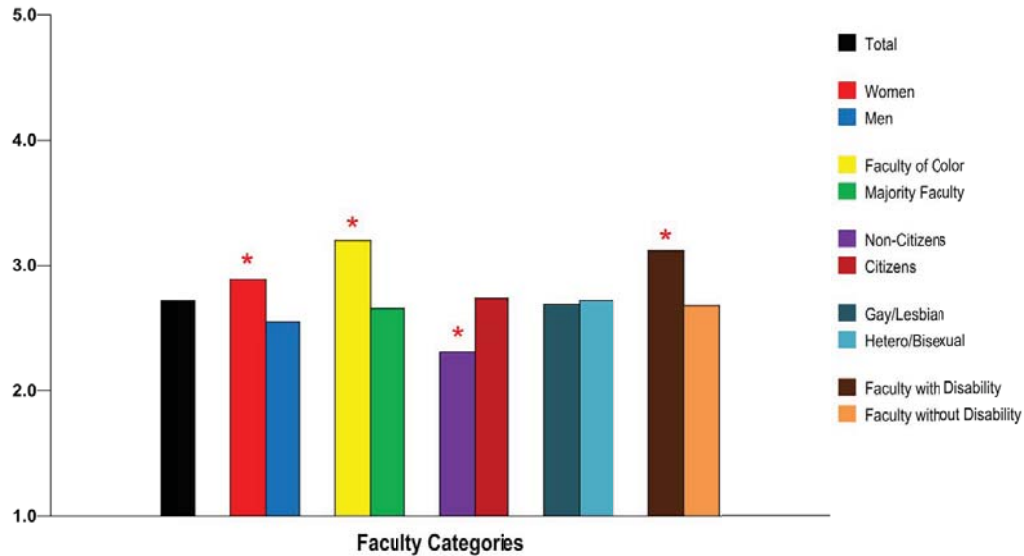
The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by colleagues?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

**Figure DC3b_1: Frequency of being treated with respect by students by personal characteristic**
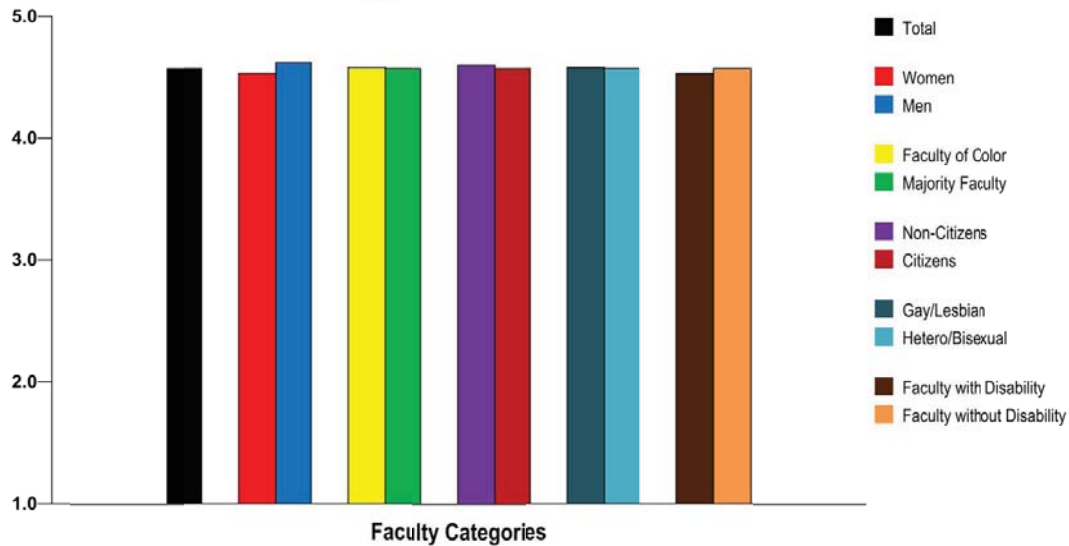
Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

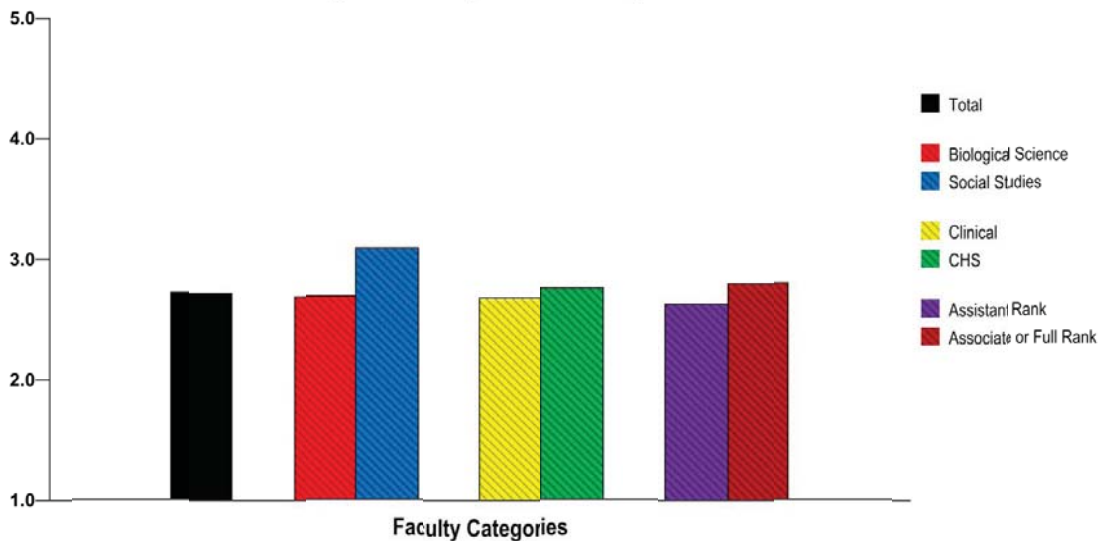The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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**Figure DC3b_2: Frequency of being treated with respect by students by division, title series, and rank**
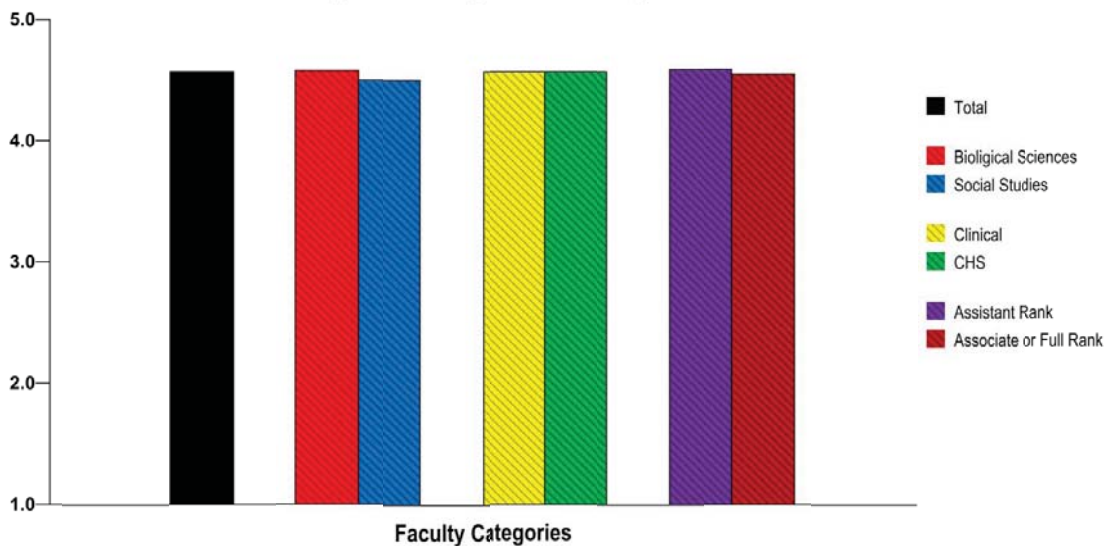
Legend:
- Total (black)
- Bioligical Sciences (red)
- Social Studies (blue)
- Clinical (yellow)
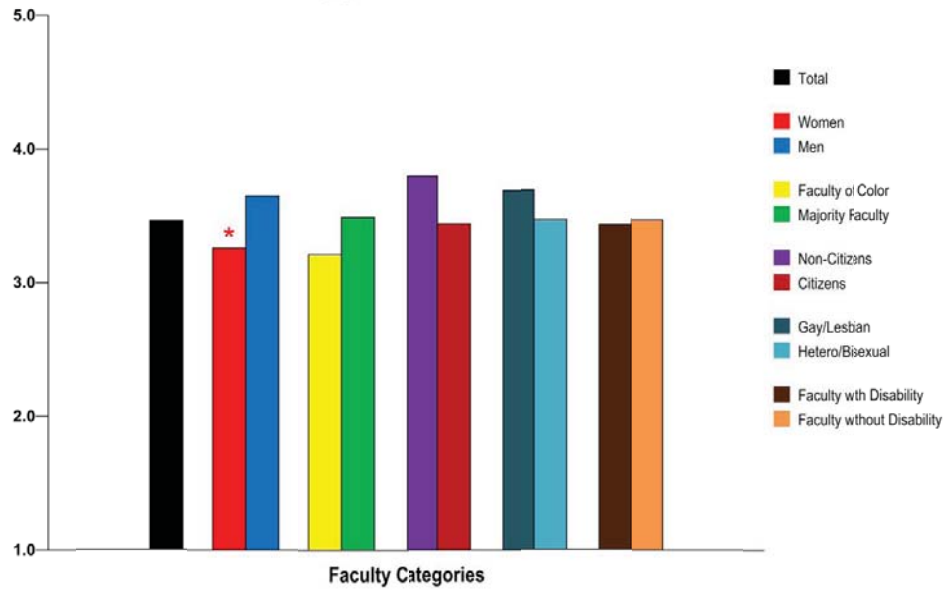- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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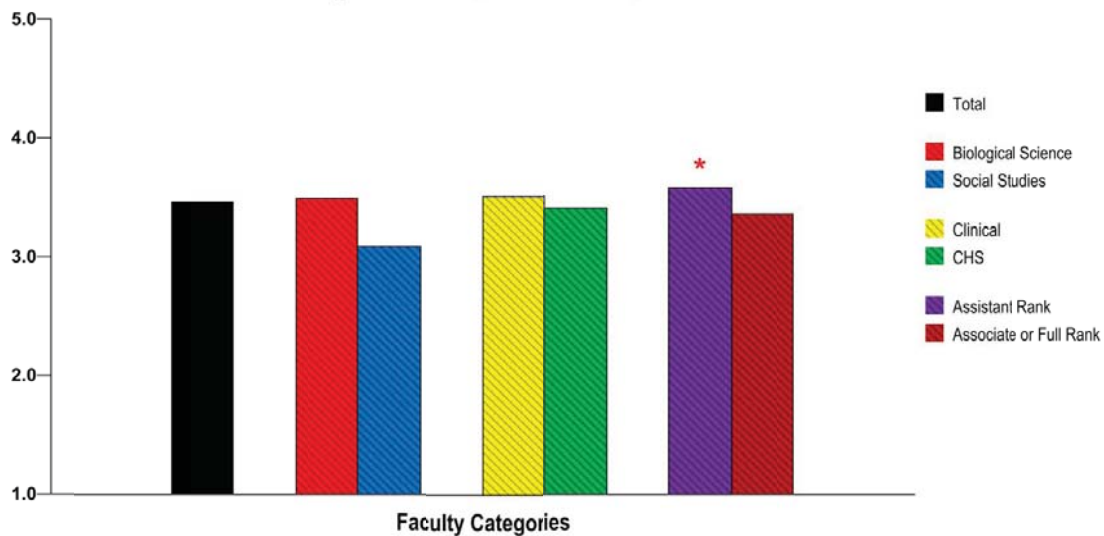## Figure DC3c_1: Frequency of being treated with respect by staff by personal characteristic
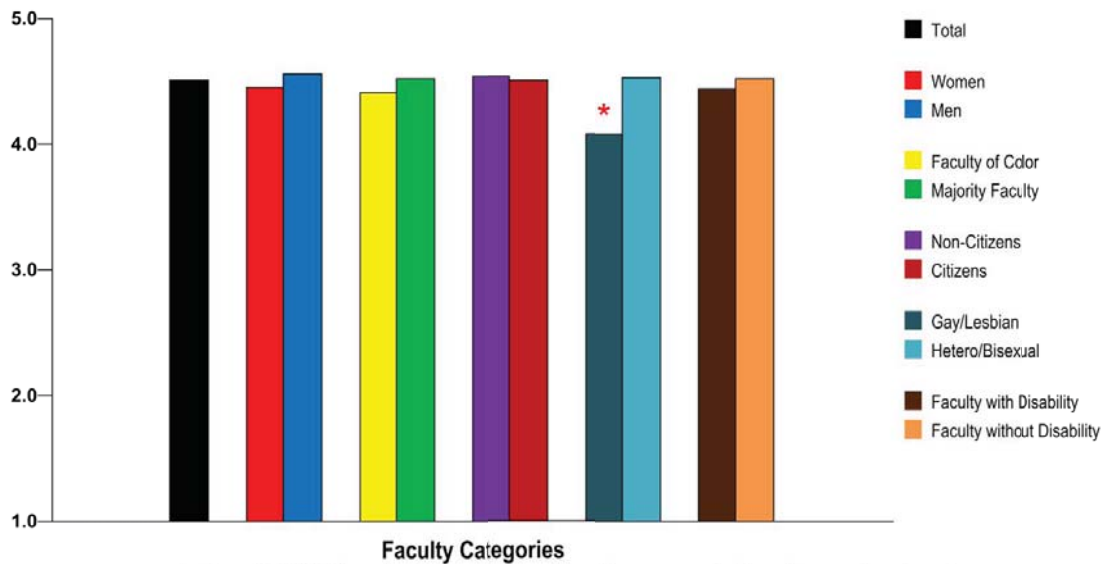


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by staff?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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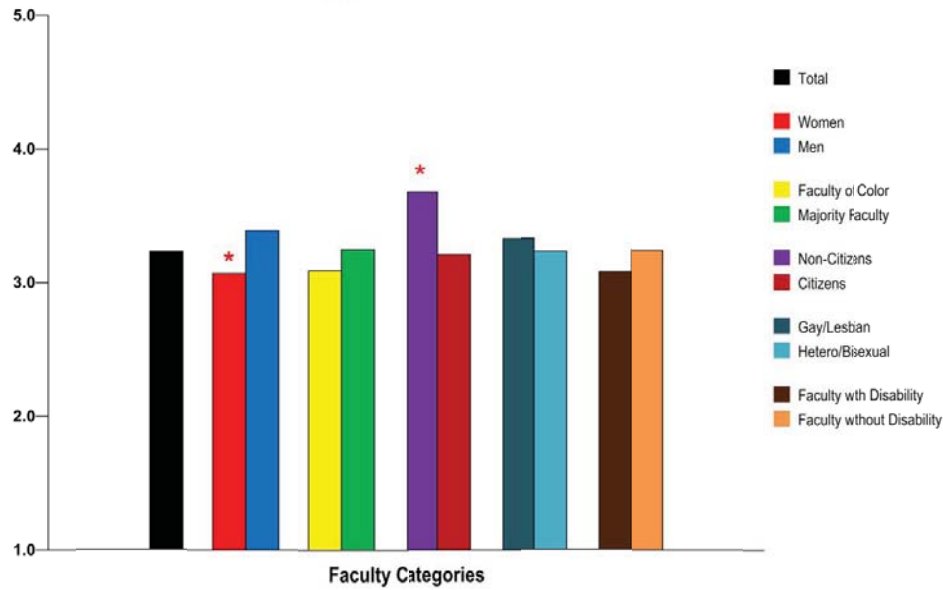## Figure DC3c_2: Frequency of being treated with respect by staff by division, title series, and rank
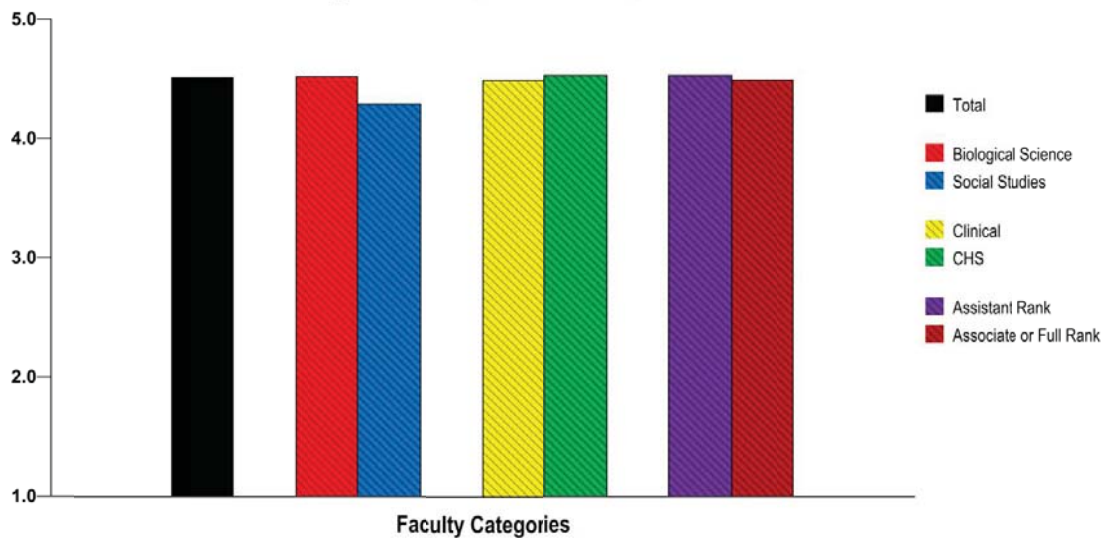


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by staff?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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## Figure DC3d_1: Frequency of being treated with respect by department chair by personal characteristic
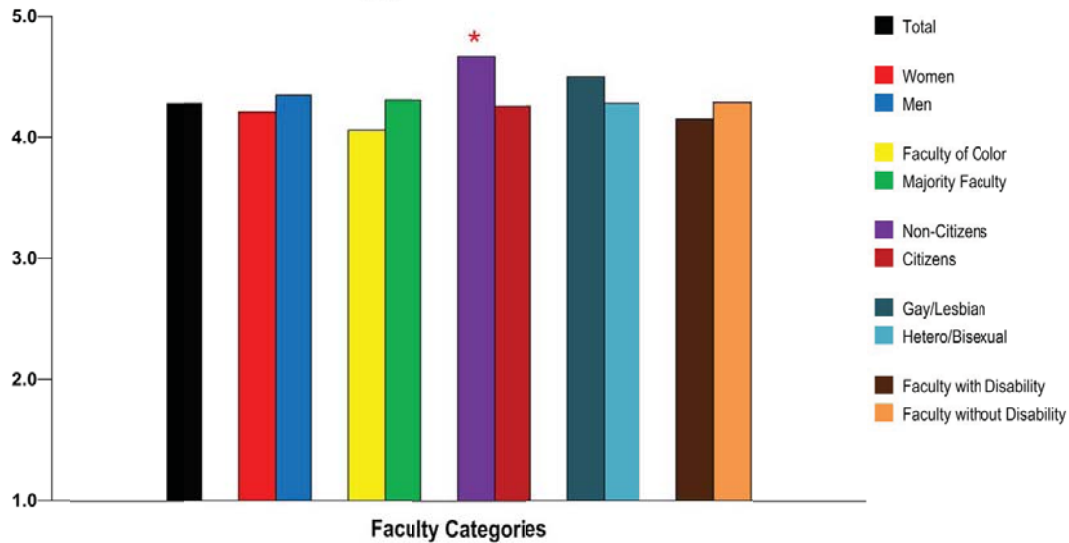


**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
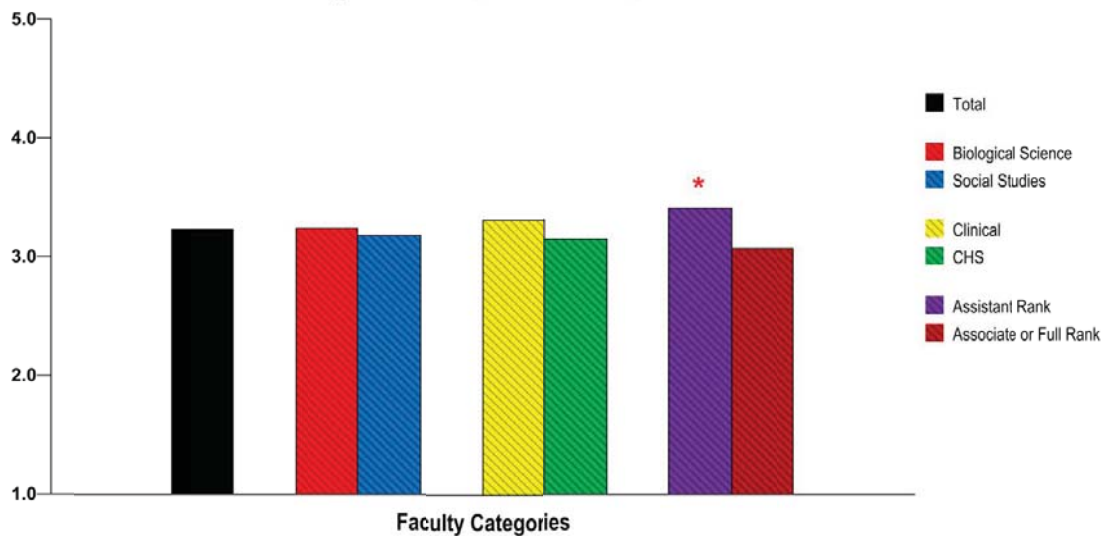- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by your department chair?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC3d_2: Frequency of being treated with respect by department chair by division, title series, and rank
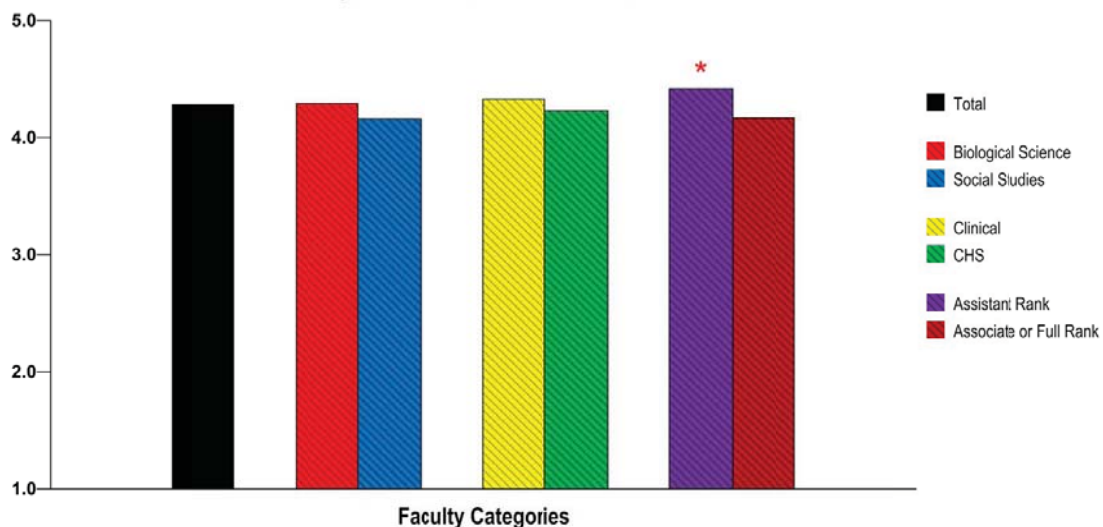


**Legend:**
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by your department chair?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC3e_1: Frequency of feeling excluded from informal departmental network by personal characteristic
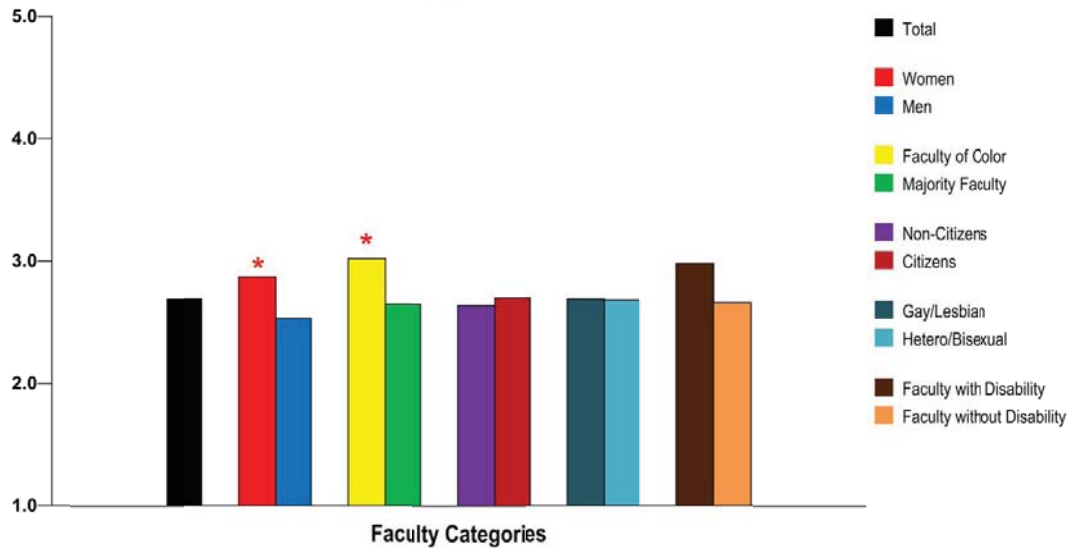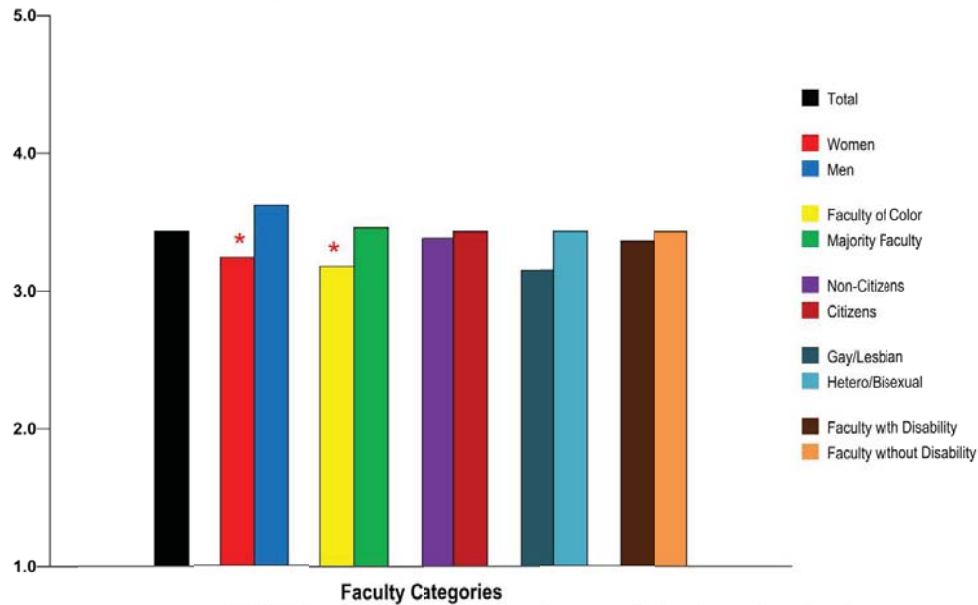


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel excluded from an informal network in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

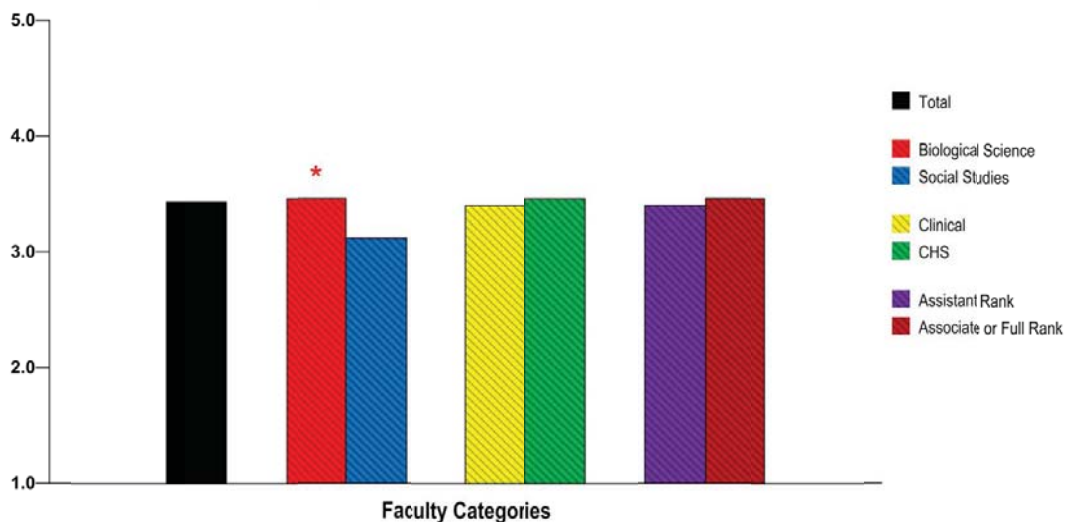## Figure DC3e_2: Frequency of feeling excluded from informal departmental network by division, title series, and rank
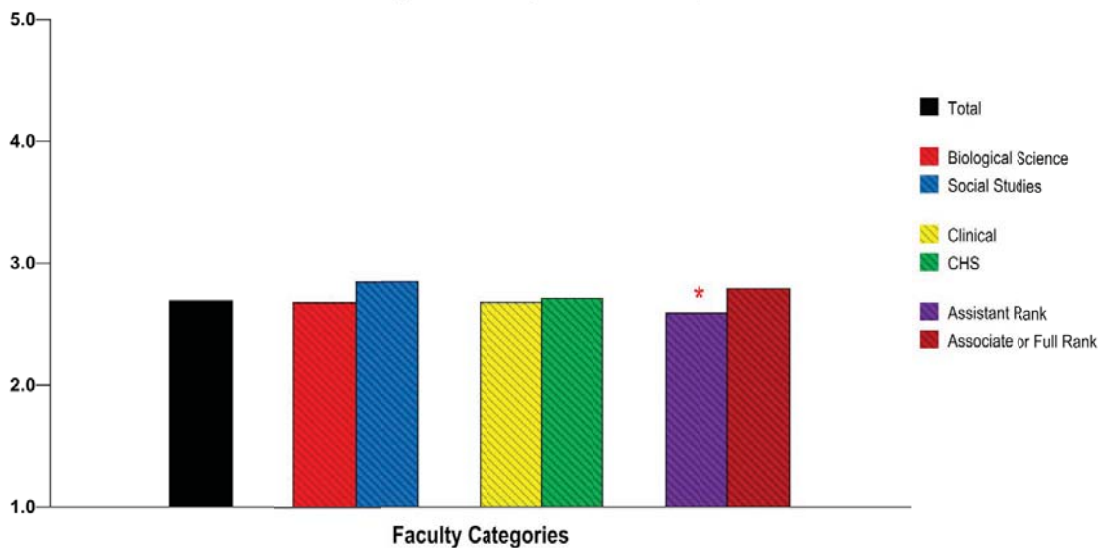


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel excluded from an informal network in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC3f_1: Frequency of departmental colleagues soliciting opinions by personal characteristic
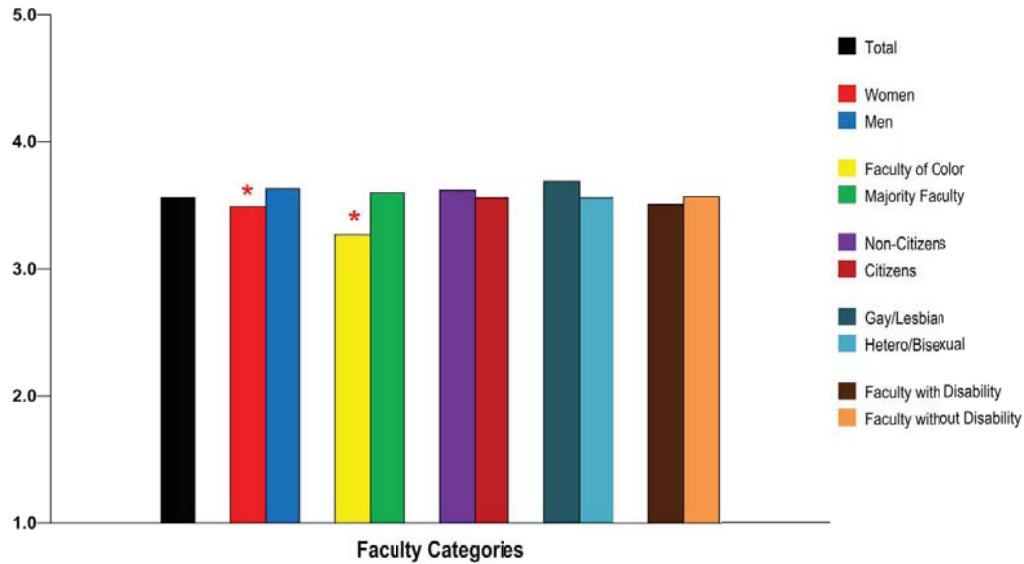


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do your colleagues solicit your opinions about work-related matters, such as teaching, research, and service?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

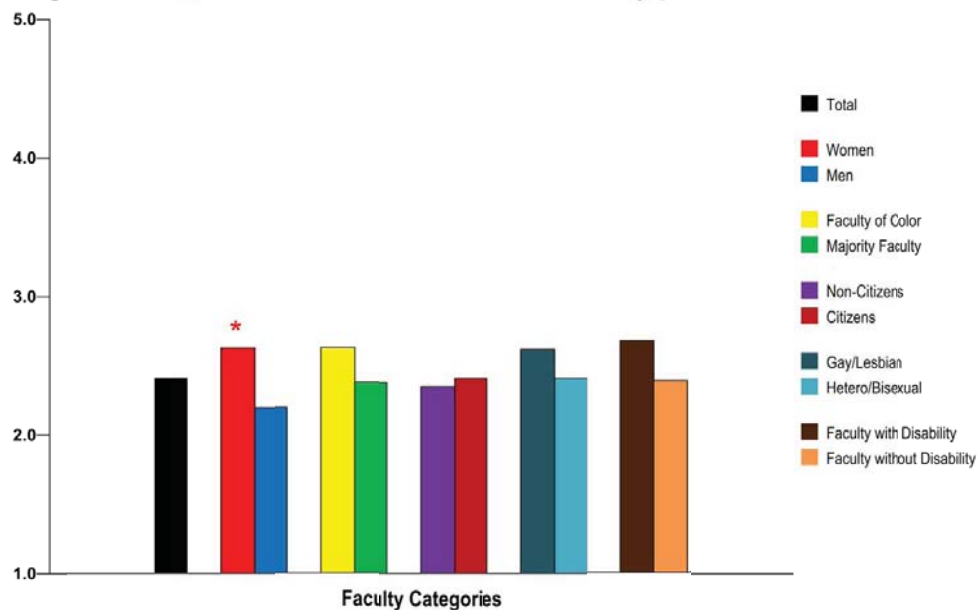## Figure DC3f_2: Frequency of departmental colleagues soliciting opinions by division, title series, and rank
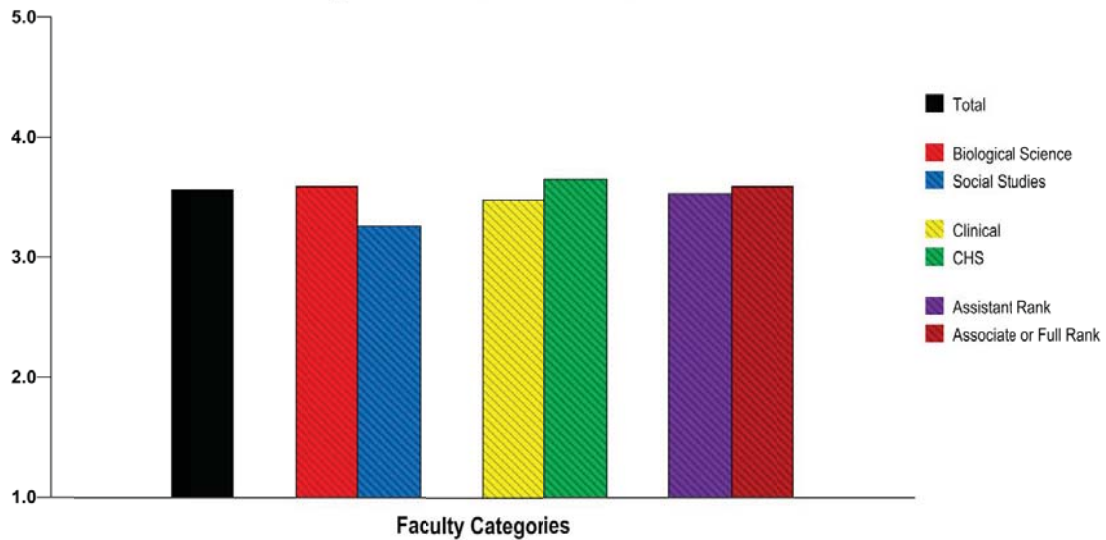


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do your colleagues solicit your opinions about work-related matters, such as teaching, research, and service?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

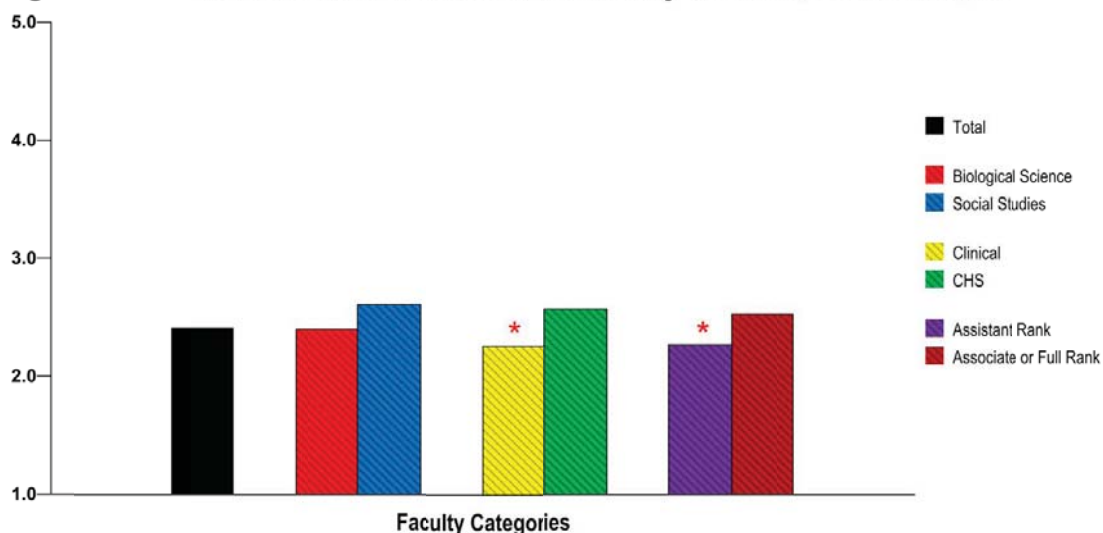# Figure DC3g_1: Frequency of doing unrecognized work by personal characteristic
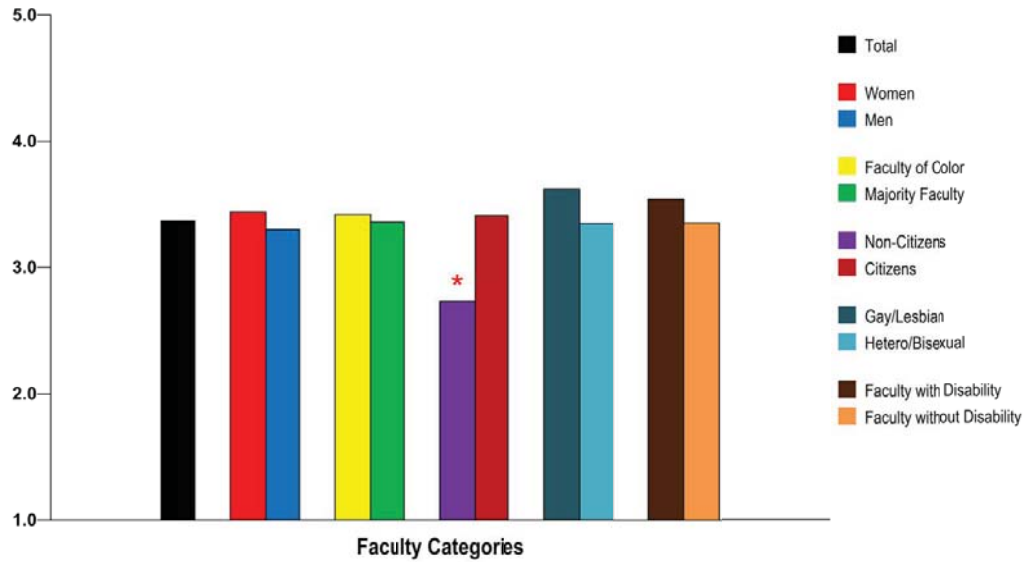


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you do work that is not formally recognized by your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

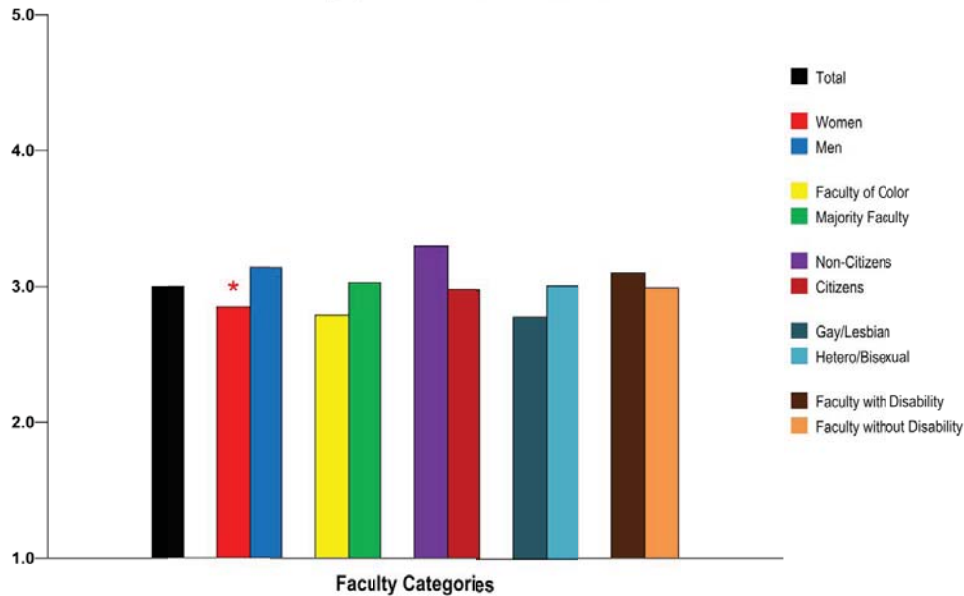# Figure DC3g_2: Frequency of doing unrecognized work by division, title series, and rank



The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you do work that is not formally recognized by your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure DC3h_1: Frequency of feeling isolated in your department by personal characteristic**

Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
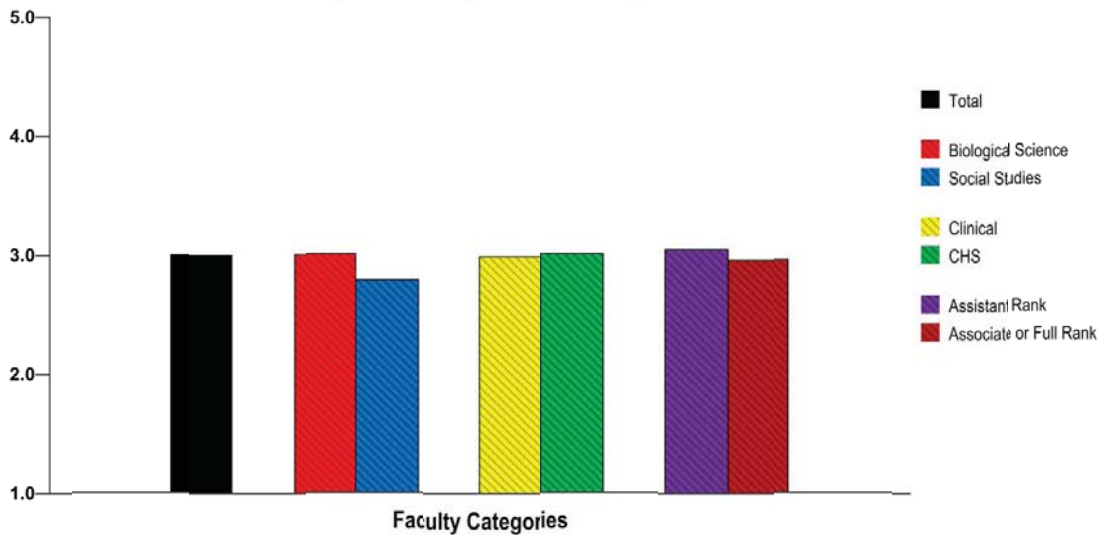- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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**Figure DC3h_2: Frequency of feeling isolated in your department by division, title series, and rank**

Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
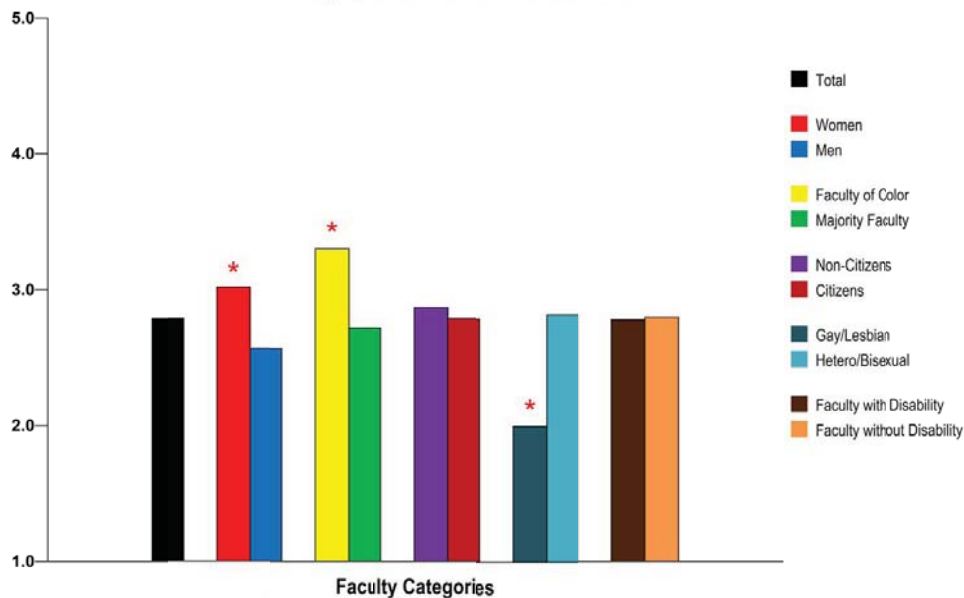- Associate or Full Rank (dark red)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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## Figure DC3i_1: Frequency of feeling isolated on the UW campus by personal characteristic



The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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## Figure DC3i_2: Frequency of feeling isolated on the UW campus by division, title series, and rank
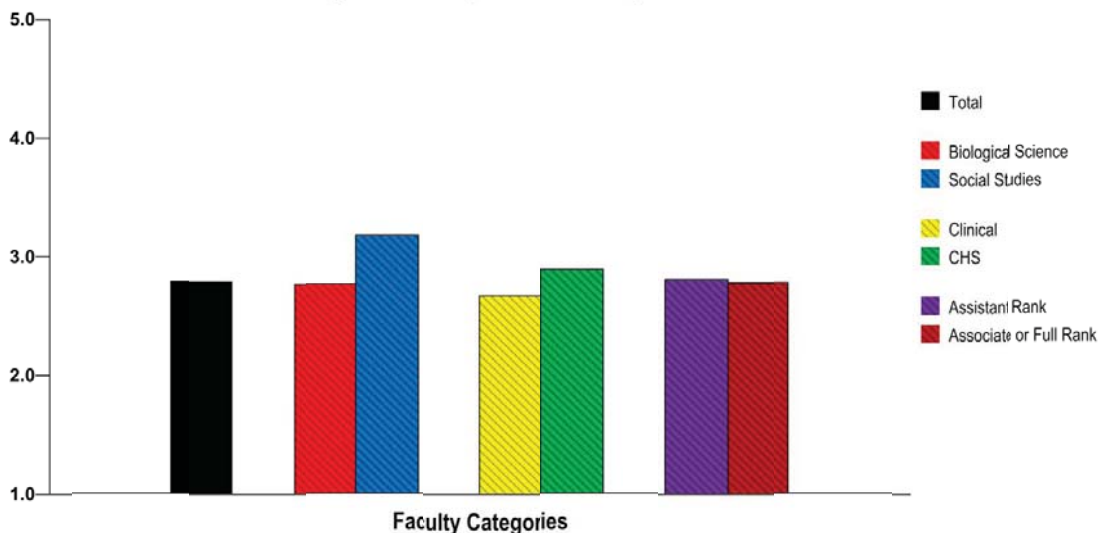


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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## Figure DC4a_1: Satisfaction with chair's efforts to create collegial environment by personal characteristic
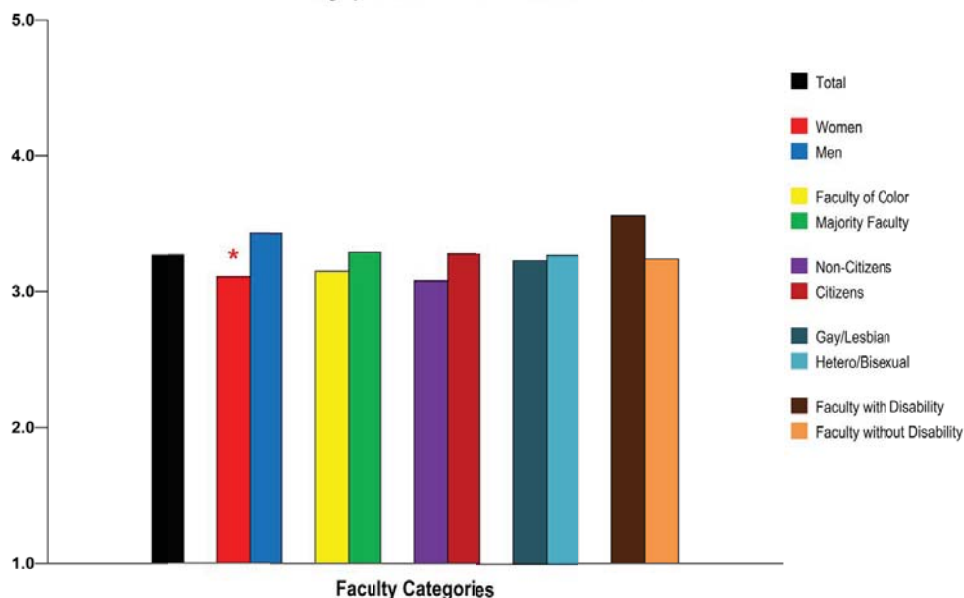


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4a_2: Satisfaction with chair's efforts to create collegial environment by division, title series, and rank
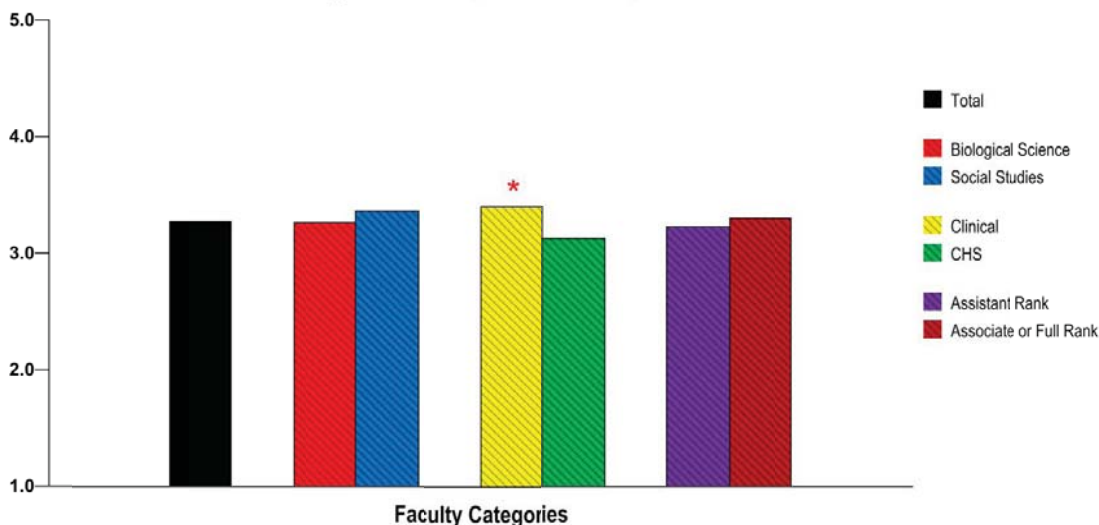


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4b_1: Satisfaction with leaders' efforts to to obtain resources by personal characteristic



The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4b_2: Satisfaction with leaders' efforts to to obtain resources by division, title series, and rank
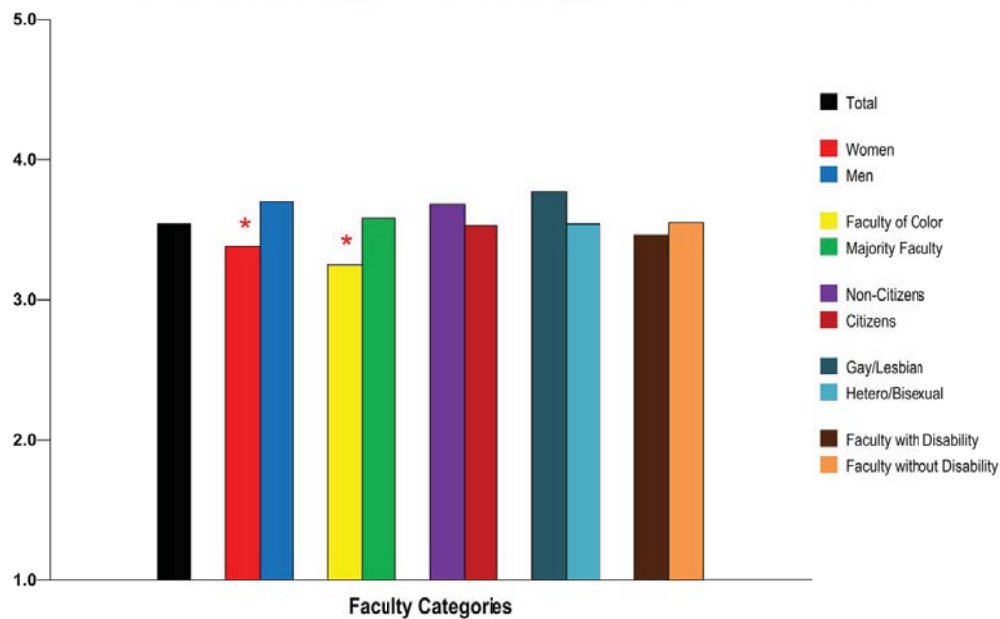


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4c_1: Ability to navigate unwritten rules by personal characteristic



**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
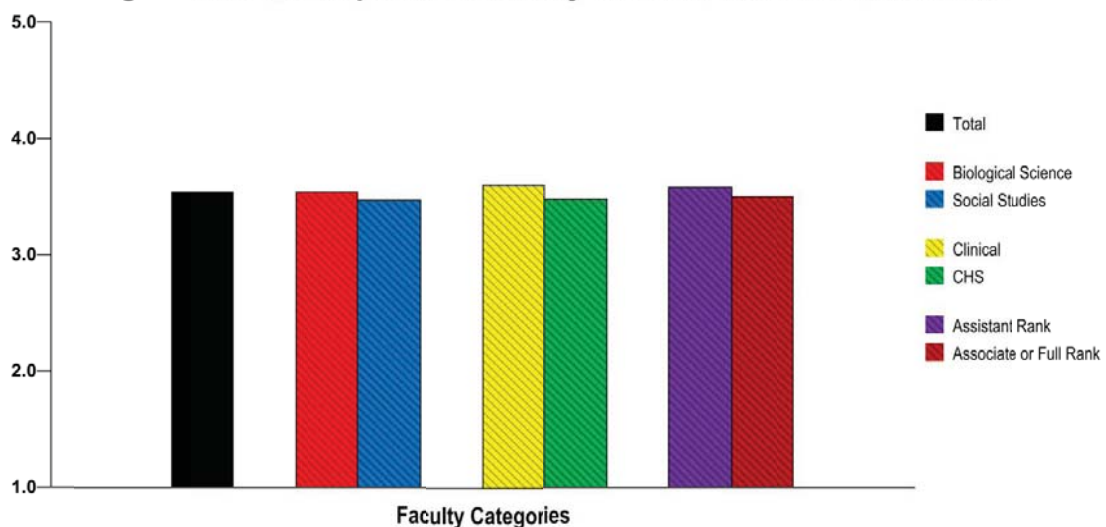- Faculty without Disability (orange)

**Faculty Categories**

The full question text reads: "Thinking about interactions with colleagues and others in your department, how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4c_2: Ability to navigate unwritten rules by division, title series, and rank



**Legend:**
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

**Faculty Categories**

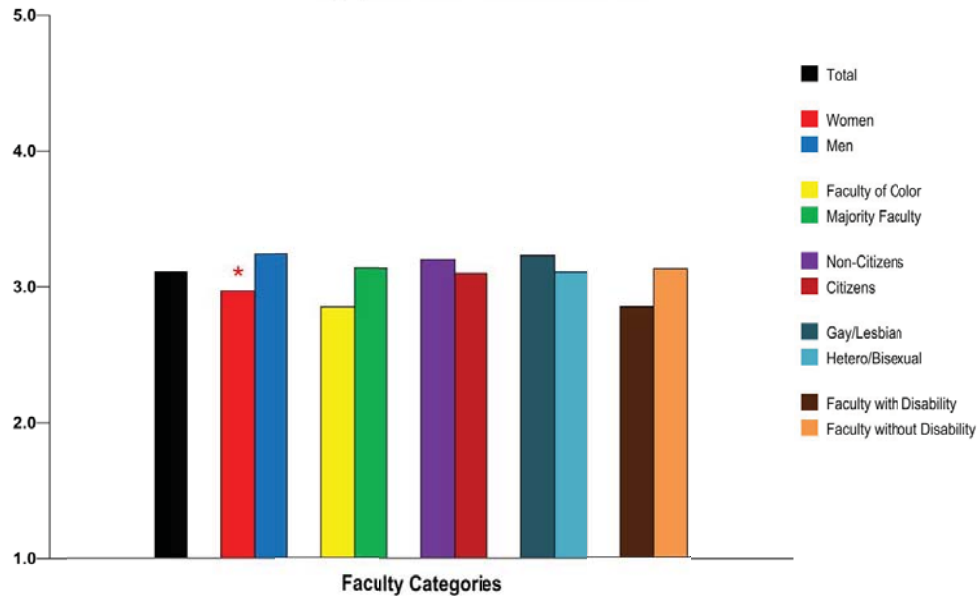The full question text reads: "Thinking about interactions with colleagues and others in your department, how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4d_1: Reluctance to voice concerns by personal characteristic



The full question text reads: "Thinking about interactions with colleagues and others in your department, how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at $p<0.05$.

## Figure DC4d_2: Reluctance to voice concerns by division, title series, and rank



The full question text reads: "Thinking about interactions with colleagues and others in your department, how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at $p<0.05$.

## Figure DC4e_1: Colleagues valuing of research and scholarship by personal characteristic



The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC4e_2: Colleagues valuing of research and scholarship by division, title series, and rank



The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

Figure DC4f_1: Working harder to be perceived as a legitimate scholar by personal characteristic

The full question text reads: "Thinking about interactions with colleagues and others in your department,
how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).
Respondents could also choose "NA."

* indicates significant difference at p<0.05.



Figure DC4f_2: Working harder to be perceived as a legitimate scholar by division, title series, and rank

The full question text reads: "Thinking about interactions with colleagues and others in your department,
how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).
Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure DC4g_1: Comfort in raising personal and family responsibilities by personal characteristic



**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (red)
- Gay/Lesbian (teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at $p < 0.05$.

# Figure DC4g_2: Comfort in raising personal and family responsibilities by division, title series, and rank



**Legend:**
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (red)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

\* indicates significant difference at $p < 0.05$.

**Figure DC4h_1: Departmental fit by personal characteristic**

Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how well do you fit into your department or unit?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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**Figure DC4h_2: Departmental fit by division, title series, and rank**

Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "Thinking about interactions with colleagues and others in your department, how well do you fit into your department or unit?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure DC5a_1: Having a voice in decisions that affect departmental direction by personal characteristic



**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in the decision-making that affects the direction of your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC5a_2: Having a voice in decisions that affect departmental direction by division, title series, and rank
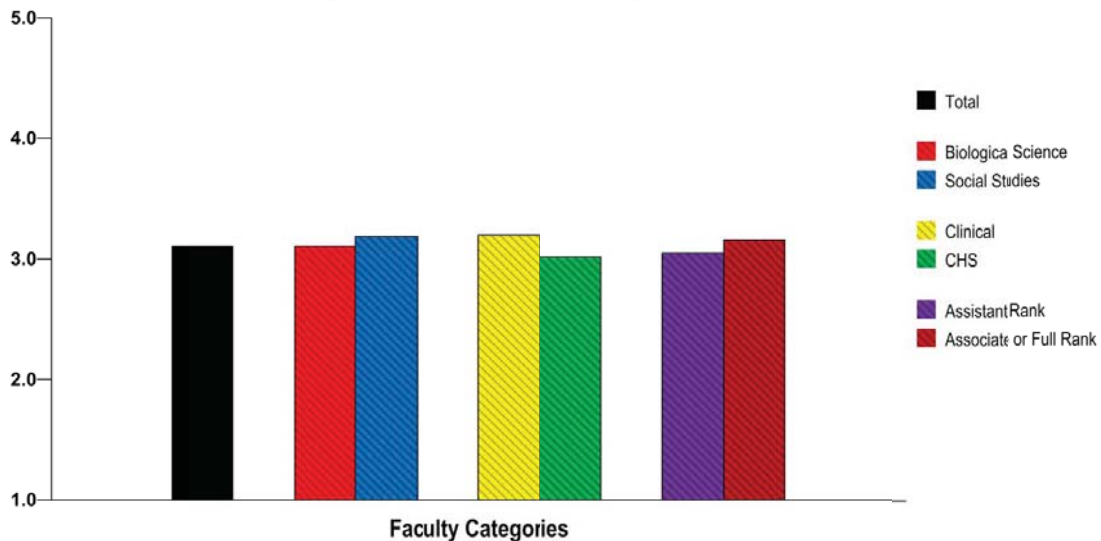


**Legend:**
- Total (black)
- Biologica Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in the decision-making that affects the direction of your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

**Figure DC5b_1: Having a voice in resource allocation by personal characteristic**
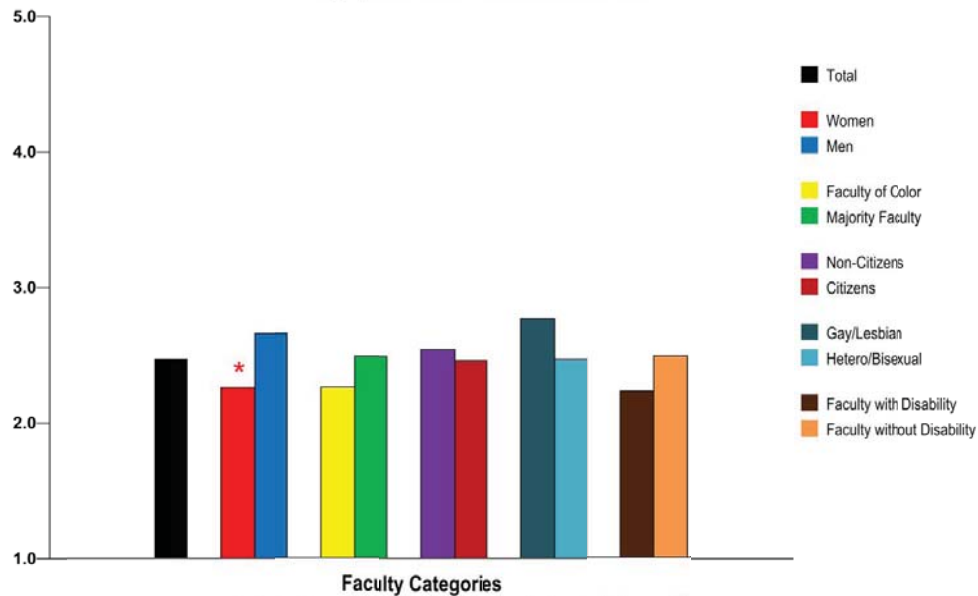
Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (dark brown)
- Faculty without Disability (orange)

The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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**Figure DC5b_2: Having a voice in resource allocation by division, title series, and rank**
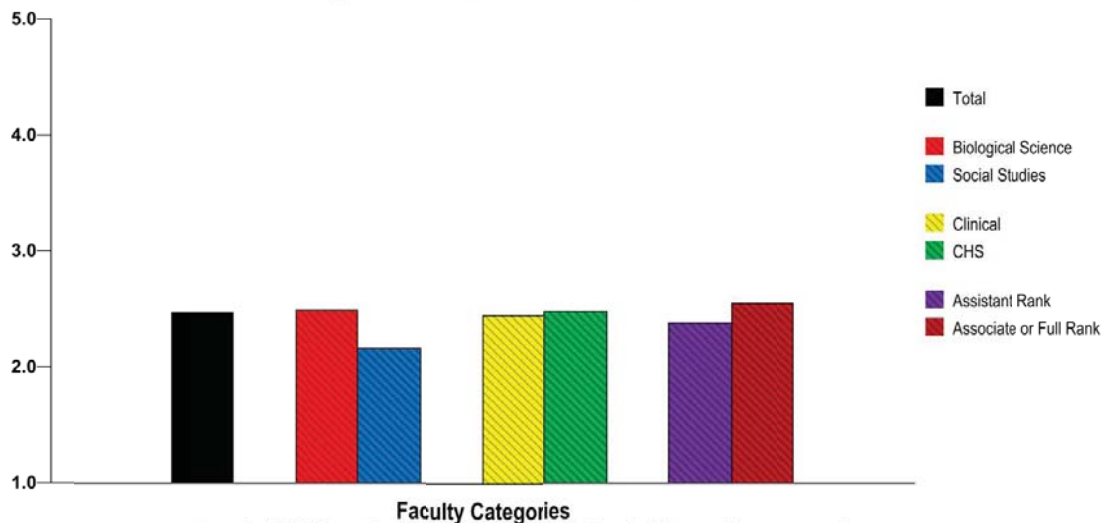
Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure DC5c_1: All meeting participants sharing their views by personal characteristic
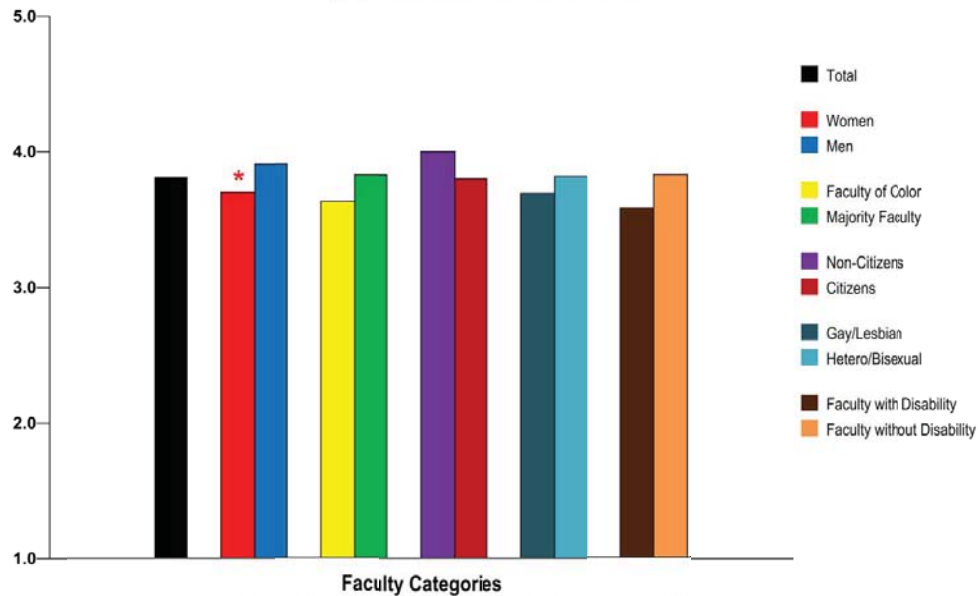


The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC5c_2: All meeting participants sharing their views by division, title series, and rank
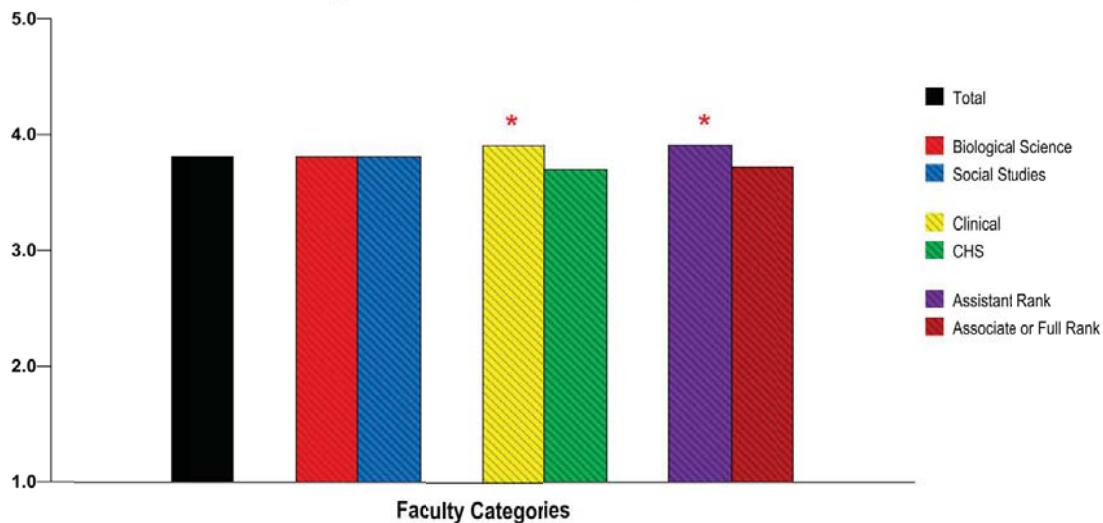


The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC5d_1: Committee assignments rotating fairly by personal characteristic
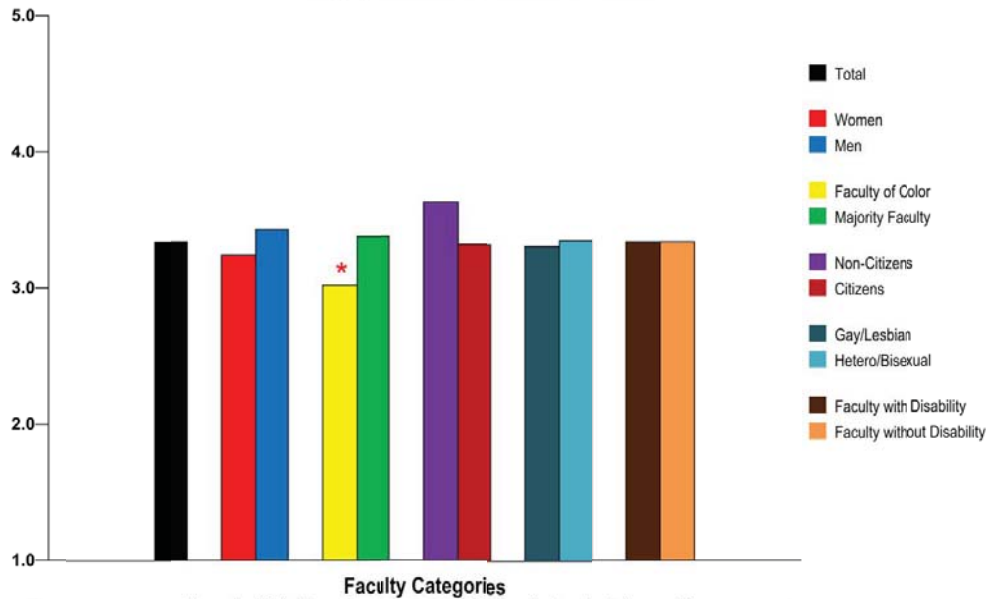


The full question text reads: "Thinking about your participation in the decision-making process in your department, do committee assignments rotate fairly?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC5d_2: Committee assignments rotating fairly by division, title series, and rank
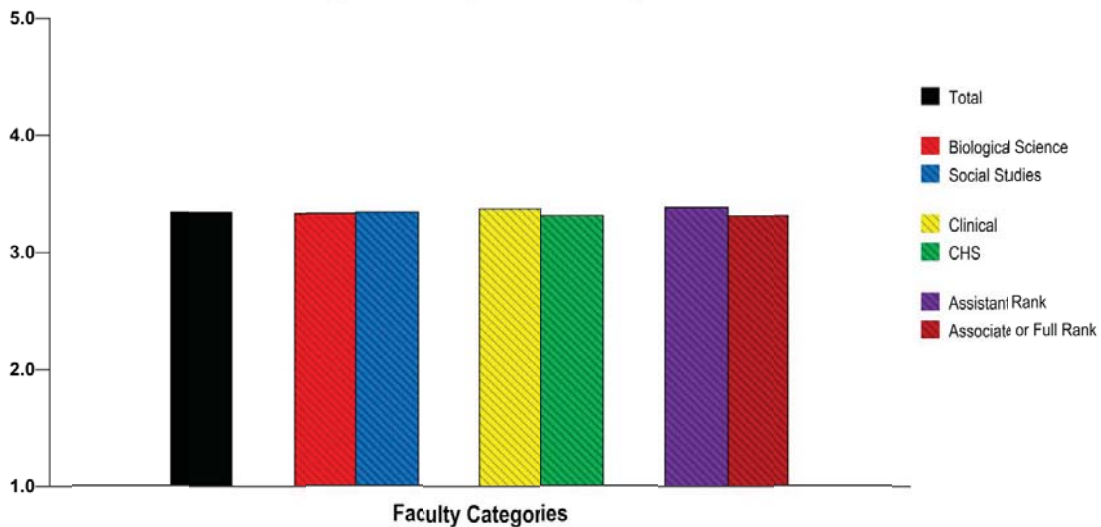


The full question text reads: "Thinking about your participation in the decision-making process in your department, do committee assignments rotate fairly?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

**Figure DC5e_1: Department chair involving faculty in decision-making by personal characteristic**
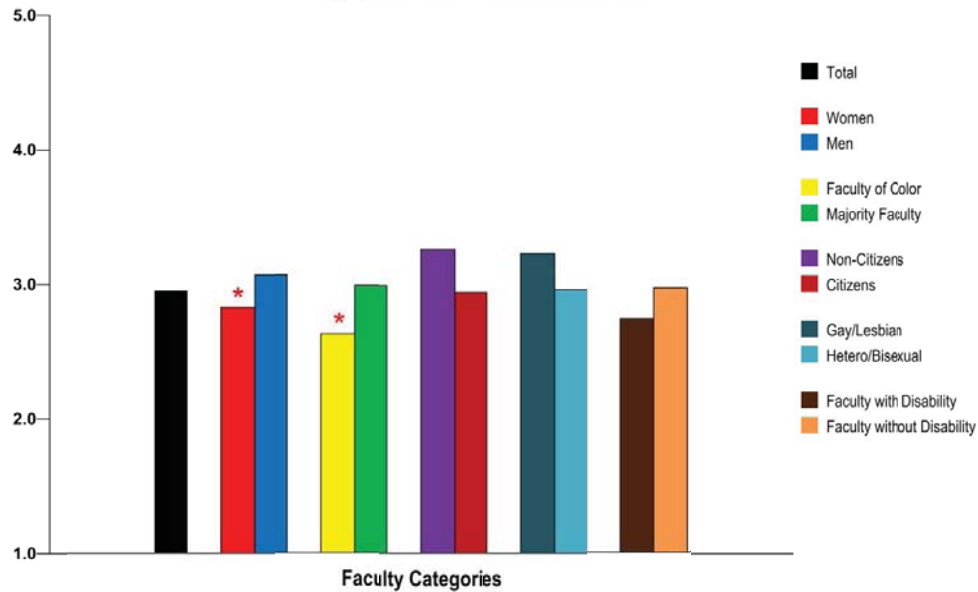
Legend:
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
- Hetero/Bisexual
- Faculty with Disability
- Faculty without Disability

The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

**Figure DC5e_2: Department chair involving faculty in decision-making by division, title series, and rank**
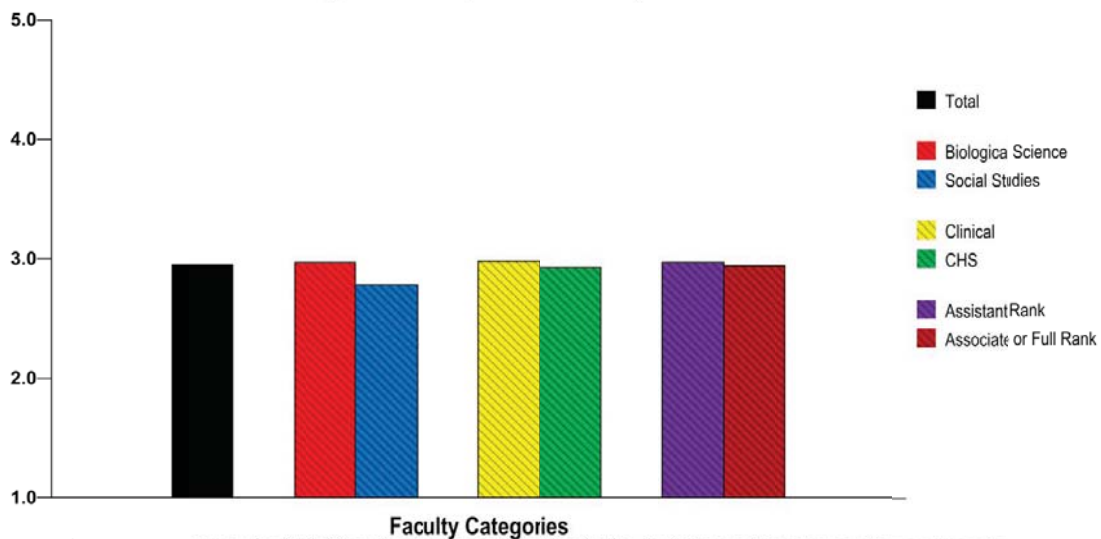
Legend:
- Total
- Biologica Science
- Social Studies
- Clinical
- CHS
- Assistant Rank
- Associate or Full Rank

The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure DC6a_1: Rating of overall departmental climate by personal characteristic
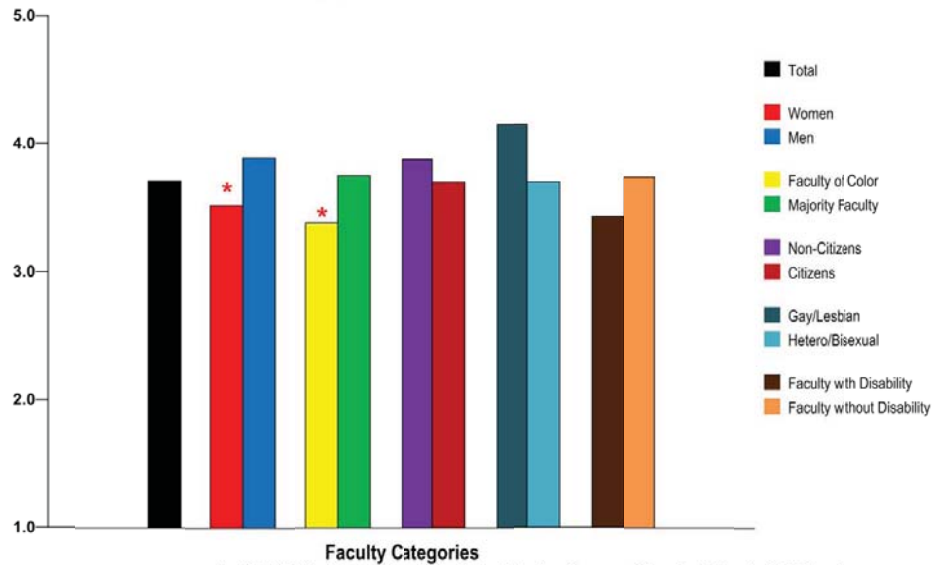


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the overall climate is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

## Figure DC6a_2: Rating of overall departmental climate by division, title series, and rank
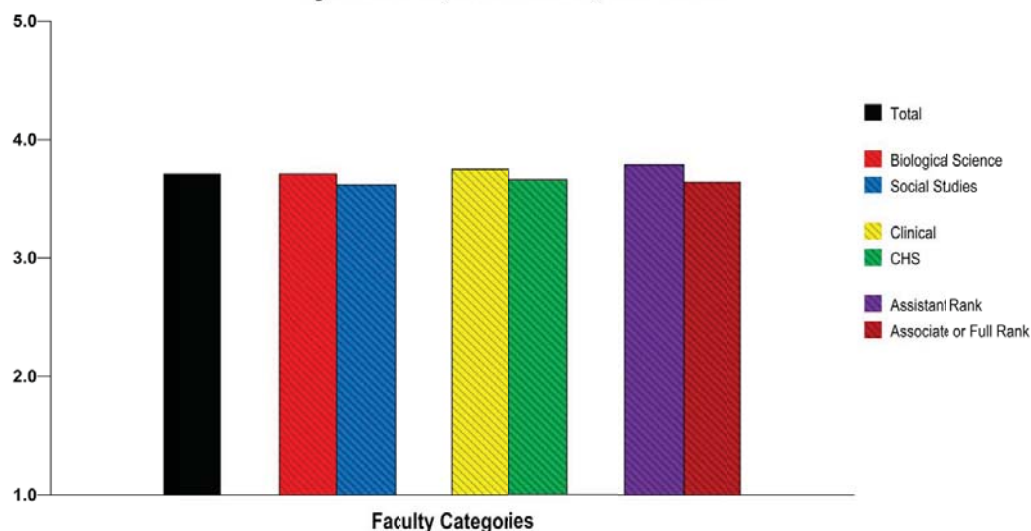


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the overall climate is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

# Figure DC6b_1: Rating of departmental climate for women by personal characteristic
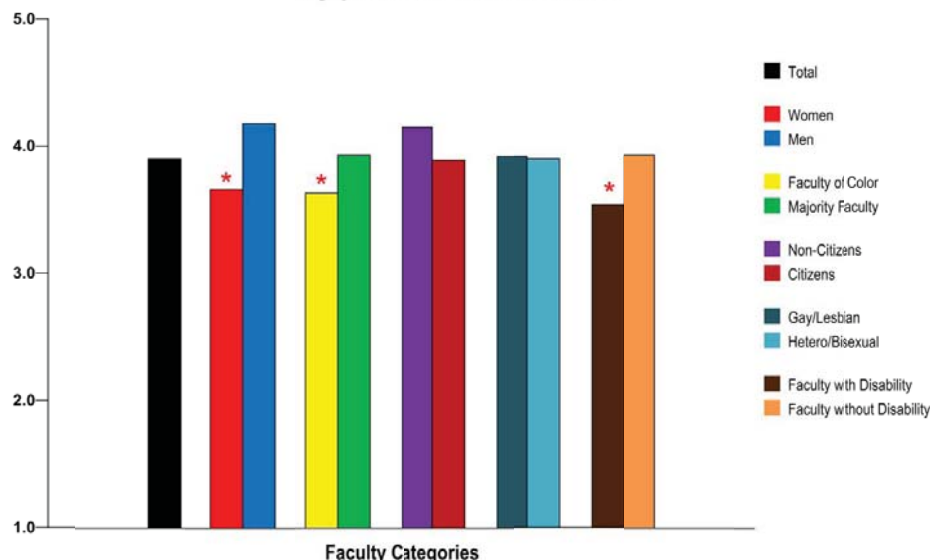


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for women is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

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# Figure DC6b_2: Rating of departmental climate for women by division, title series, and rank
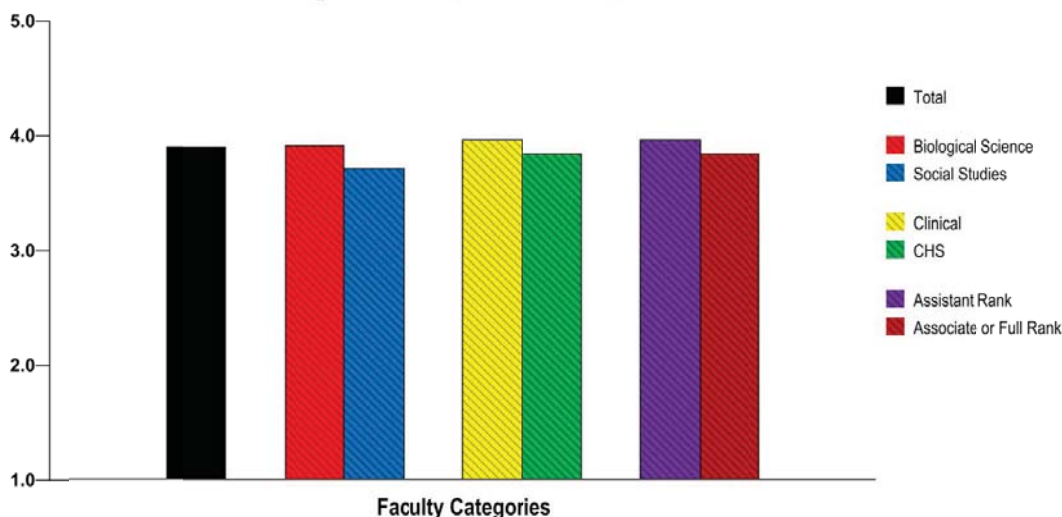


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for women is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

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## Figure DC6c_1: Rating of departmental climate for faculty of color by personal characteristic
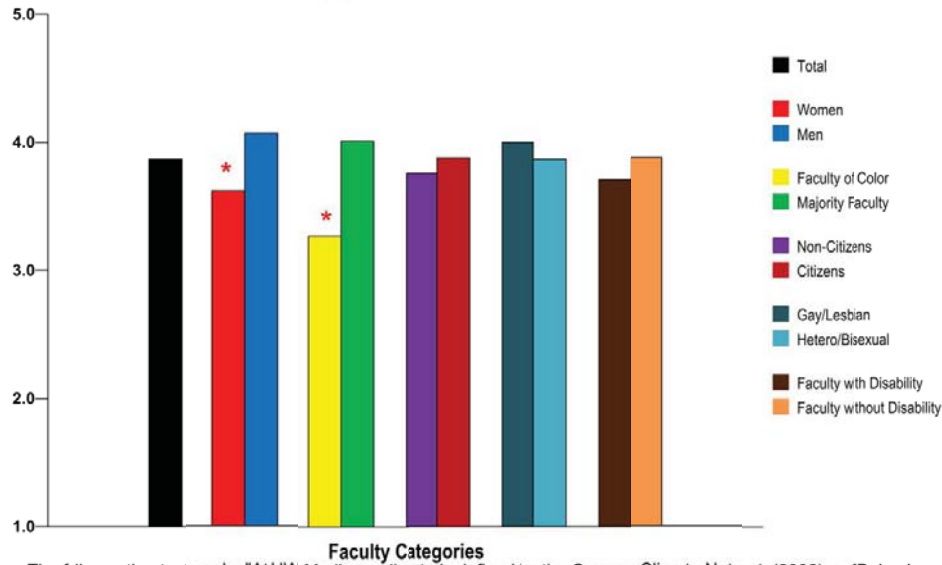


Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for faculty of color is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

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## Figure DC6c_2: Rating of departmental climate for faculty of color by division, title series, and rank
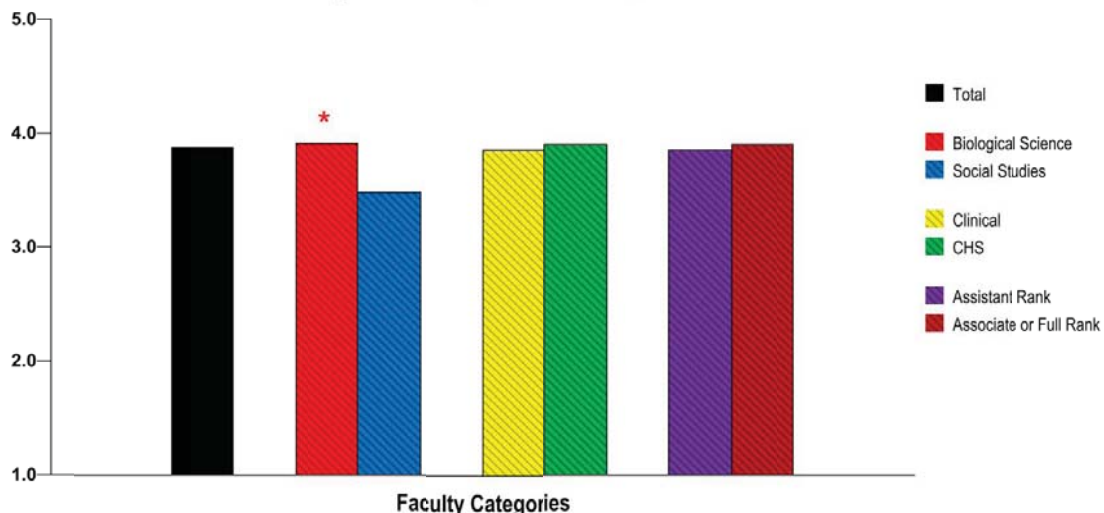


Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for faculty of color is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at p<0.05.

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# 2012 Diversity:

# Figures D7a_1 through D10c

# Figure D7a_1: Demonstrated departmental commitment to diversity by personal characteristic
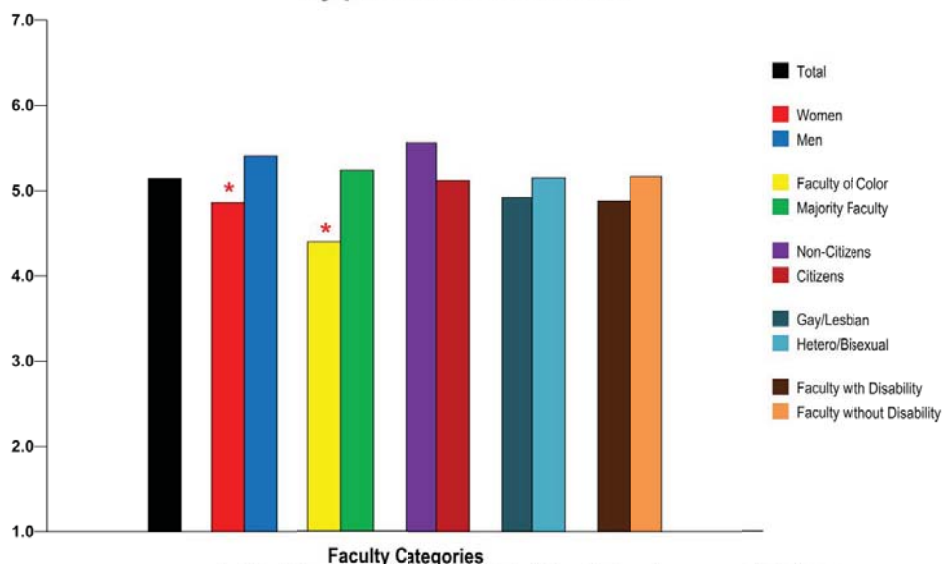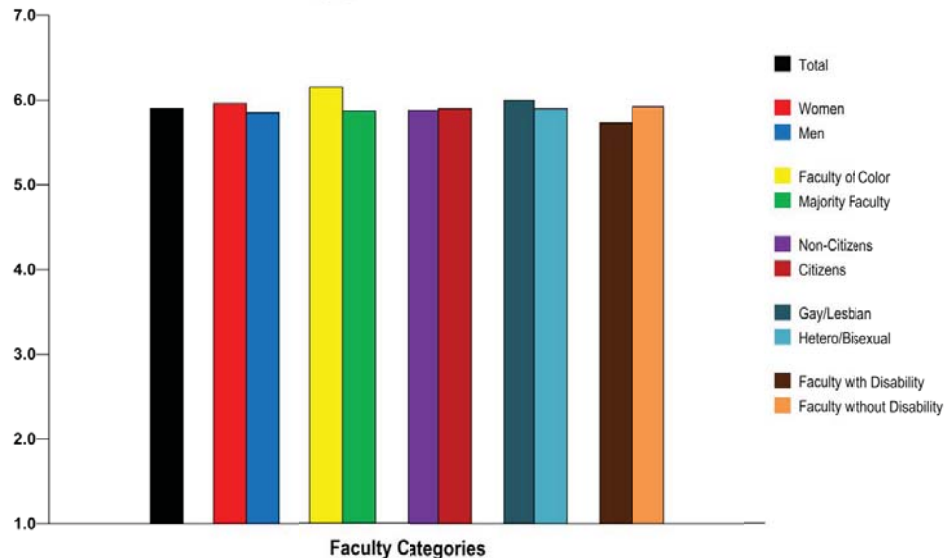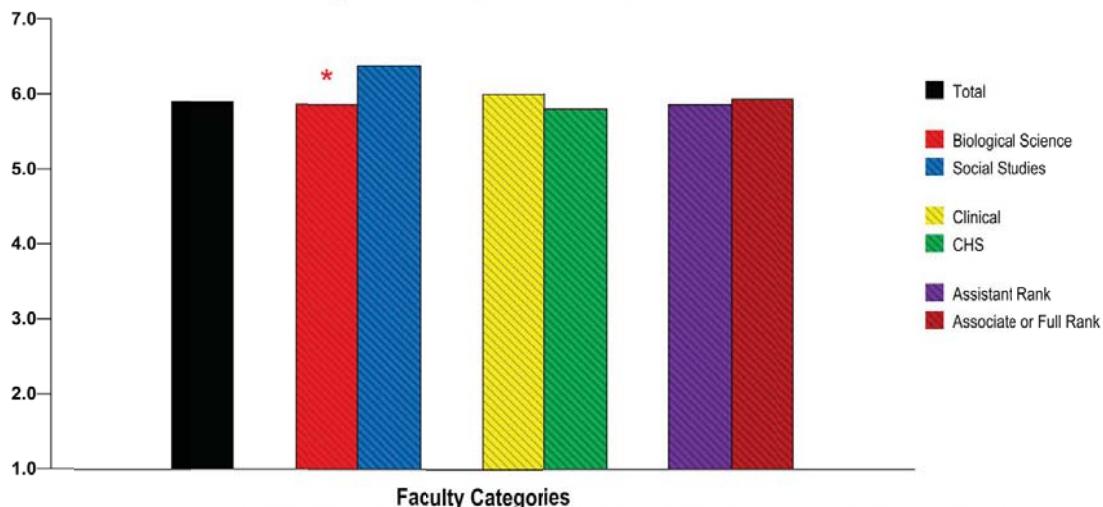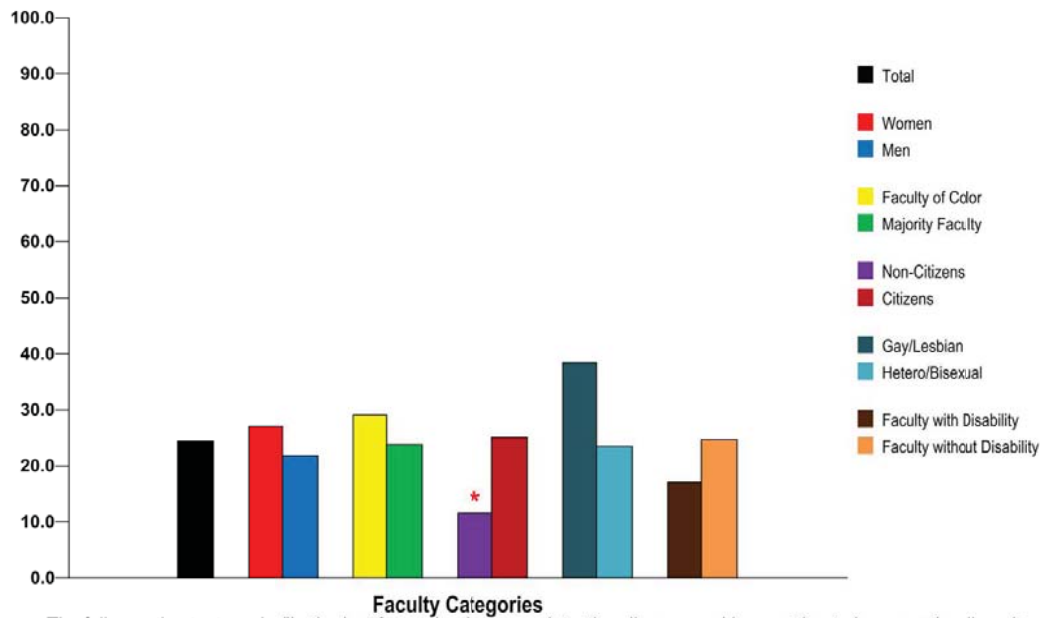


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated in my department."

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

* indicates significant difference at p<0.05.

# Figure D7a_2: Demonstrated departmental commitment to diversity by division, title series, and rank
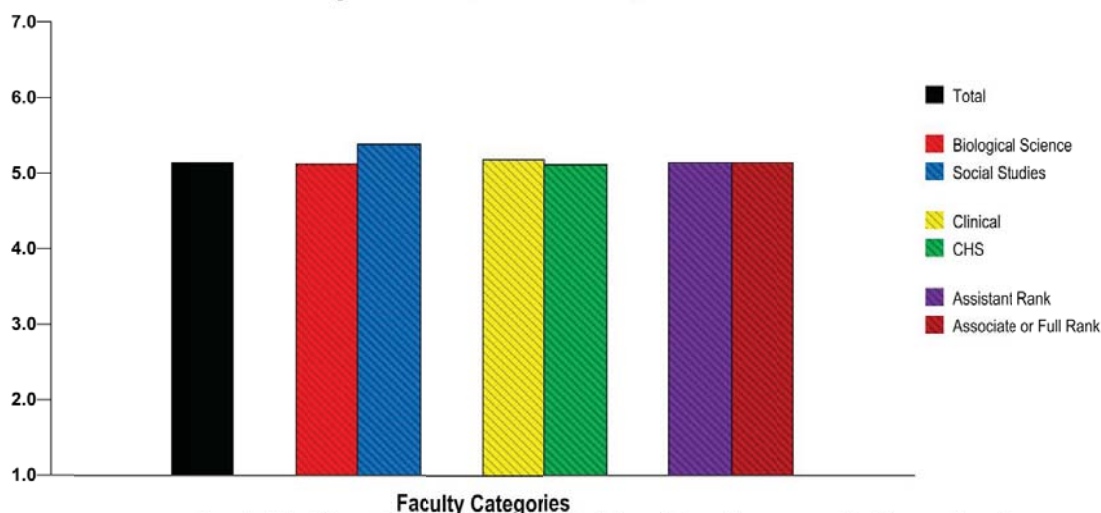


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated in my department."

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

* indicates significant difference at p<0.05.

# Figure D7b_1: Demonstrated campus commitment to diversity by personal characteristic



The full question text reads: "For this next question, please think 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 with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated at the UW-Madison."

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

* indicates significant difference at p<0.05.

# Figure D7b_2: Demonstrated campus commitment to diversity by division, title series, and rank



The full question text reads: "For this next question, please think 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 with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated at the UW-Madison."

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

* indicates significant difference at p<0.05.

# Figure D7c_1: Personal commitment to increasing diversity by personal characteristic



The full question text reads: "For this next question, please think 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 with the following statements about commitment to diversity at UW-Madison? I am personally committee to increasing the diversity of faculty, staff, and students at UW-Madison."

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

* indicates significant difference at p<0.05.

# Figure D7c_2: Personal commitment to increasing diversity by division, title series, and rank



The full question text reads: "For this next question, please think 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 with the following statements about commitment to diversity at UW-Madison? I am personally committee to increasing the diversity of faculty, staff, and students at UW-Madison."

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

* indicates significant difference at p<0.05.

## Figure D8_1: Engaging in actions to increase diversity by personal characteristic



Legend:
- ■ Total
- ■ Women
- ■ Men
- ■ Faculty of Color
- ■ Majority Faculty
- ■ Non-Citizens
- ■ Citizens
- ■ Gay/Lesbian
- ■ Hetero/Bisexual
- ■ Faculty with Disability
- ■ Faculty without Disability

Faculty Categories

The full question text reads: "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?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

## Figure D8_2: Engaging in actions to increase diversity by division, title series, and rank
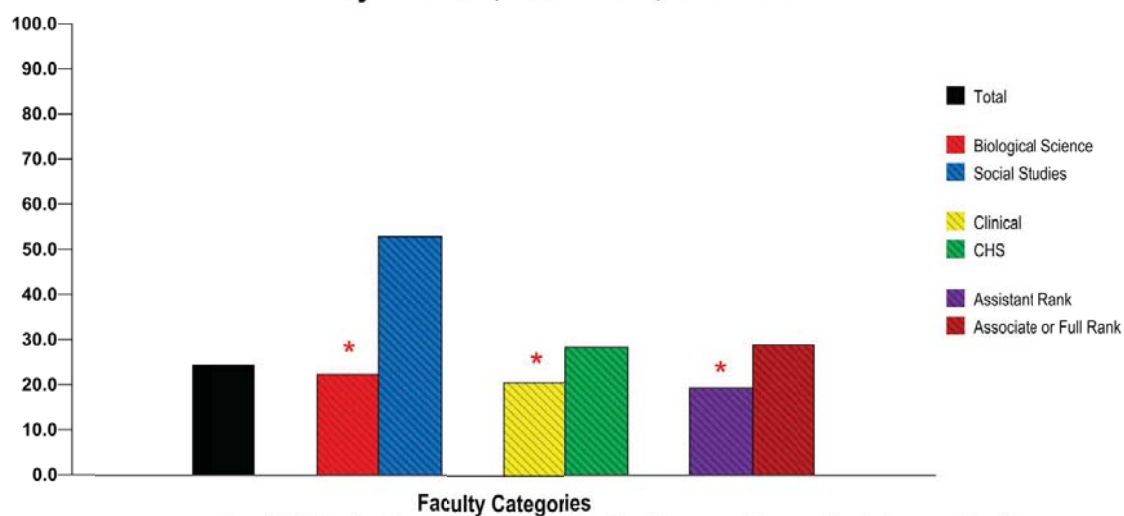


Legend:
- ■ Total
- ■ Biological Science
- ■ Social Studies
- ■ Clinical
- ■ CHS
- ■ Assistant Rank
- ■ Associate or Full Rank

Faculty Categories

The full question text reads: "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?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

## Figure D9: Faculty Actions to Increase Diversity



- Working with Students, Graduate Students, Postdocs (39%)
- Recruitment and Hiring, Retention (39%)
- Mentoring (11%)
- Service and Leadership (7%)
- Other (4%)
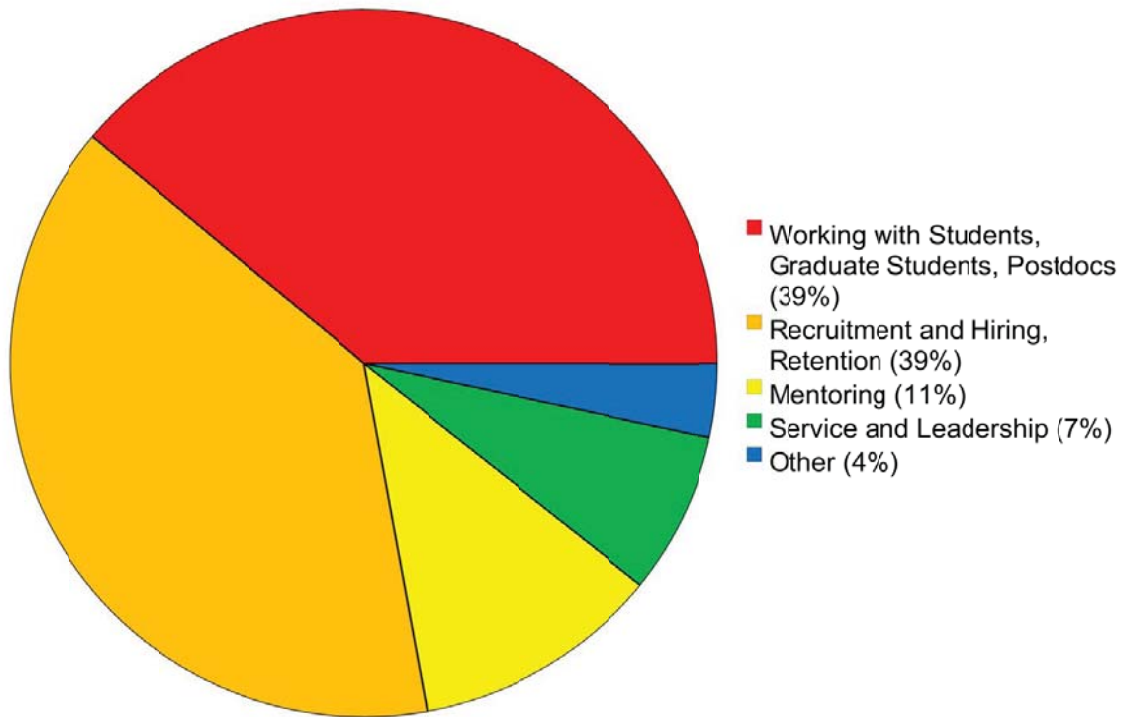
## Figure D10a_1: Awareness of unconscious or implicit bias by personal characteristic
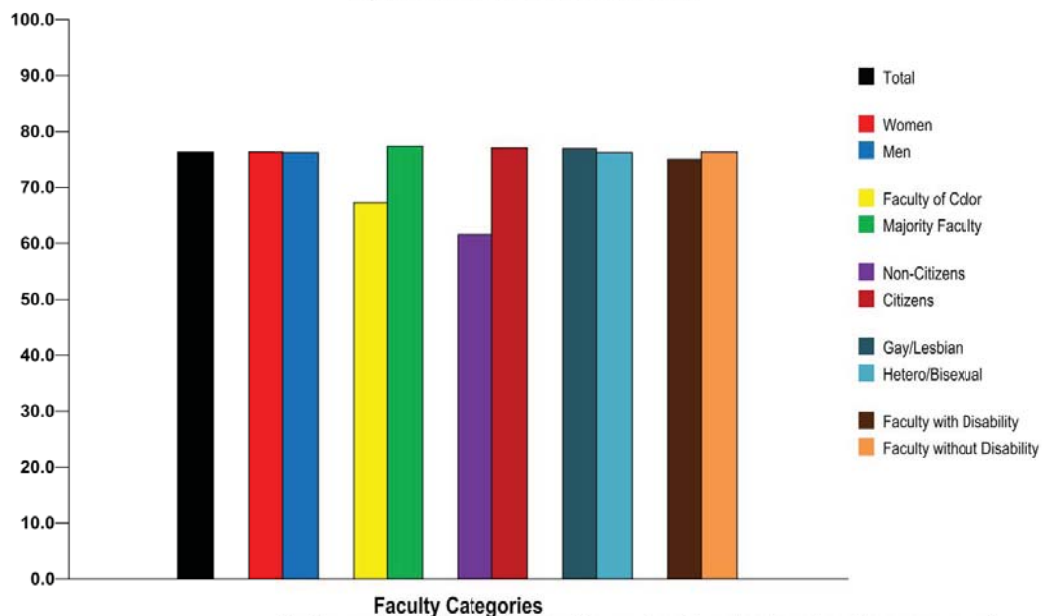


- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
- Hetero/Bisexual
- Faculty with Disability
- Faculty without Disability

Faculty Categories

The full question text reads: "In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

## Figure D10a_2: Awareness of unconscious or implicit bias by division, title series, and rank
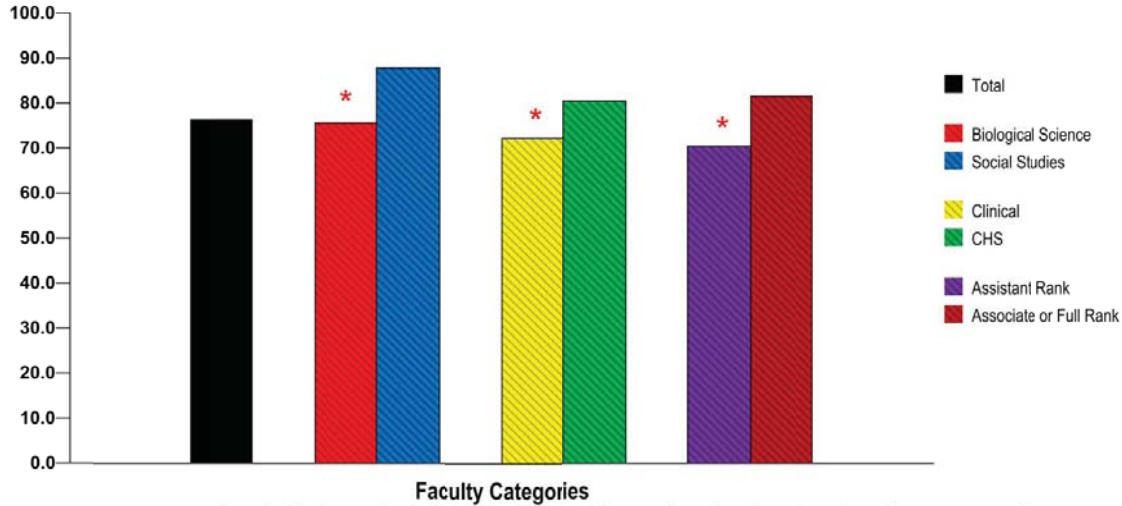


Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

X-axis: Faculty Categories

The full question text reads: "In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

## Figure D10b_1: Experienced or observed unconscious or implicit bias by personal characteristic
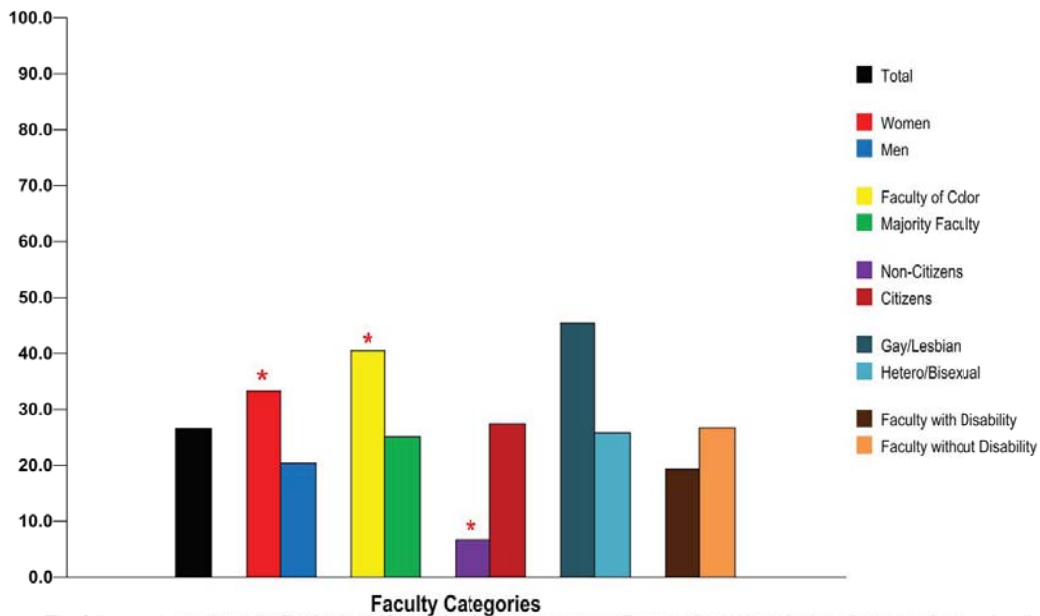


Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

X-axis: Faculty Categories

The full question text reads: "In the last 12 months, have you personally experienced or observed unconscious or implicit bias at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

# Figure D10b_2: Experienced or observed unconscious or implicit bias by division, title series, and rank
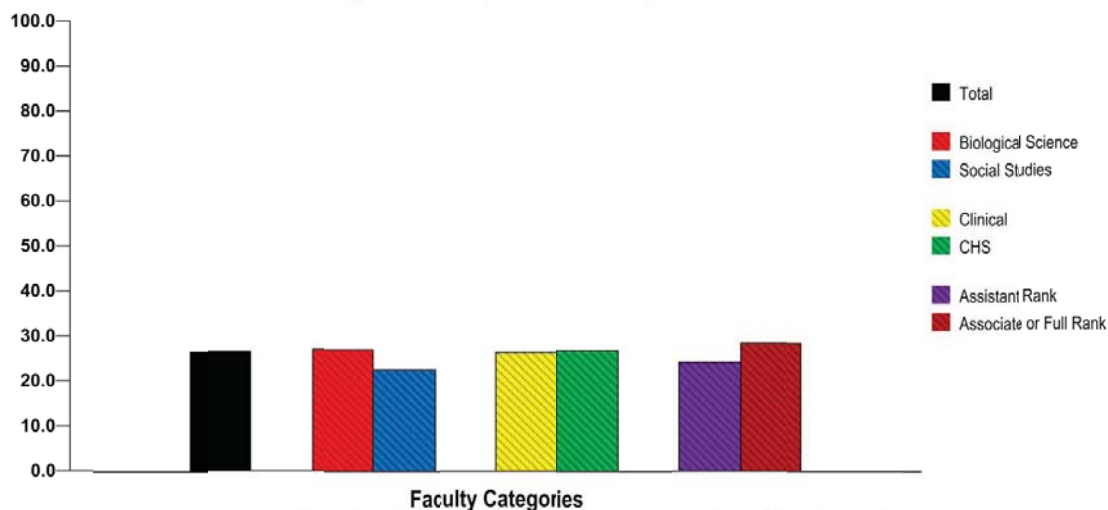


The full question text reads: "In the last 12 months, have you personally experienced or observed unconscious or implicit bias at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at p<0.05.

# Figure D10c: Personal characteristics identified in bias incidents



- Gender (41%)
- Parenthood or Pregnancy (22%)
- Race and Ethnicity (7%)
- Part-Time Status (7%)
- Nationality/International Status (6%)
- Sexual Orientation (5%)
- Race and Ethnicity and Gender (3%)
- Religious Status or Beliefs (2%)
- Marital Status (2%)
- Research Methodology/Focus (2%)
- Class (1%)
- Age (1%)
- Rank/Title (1%)
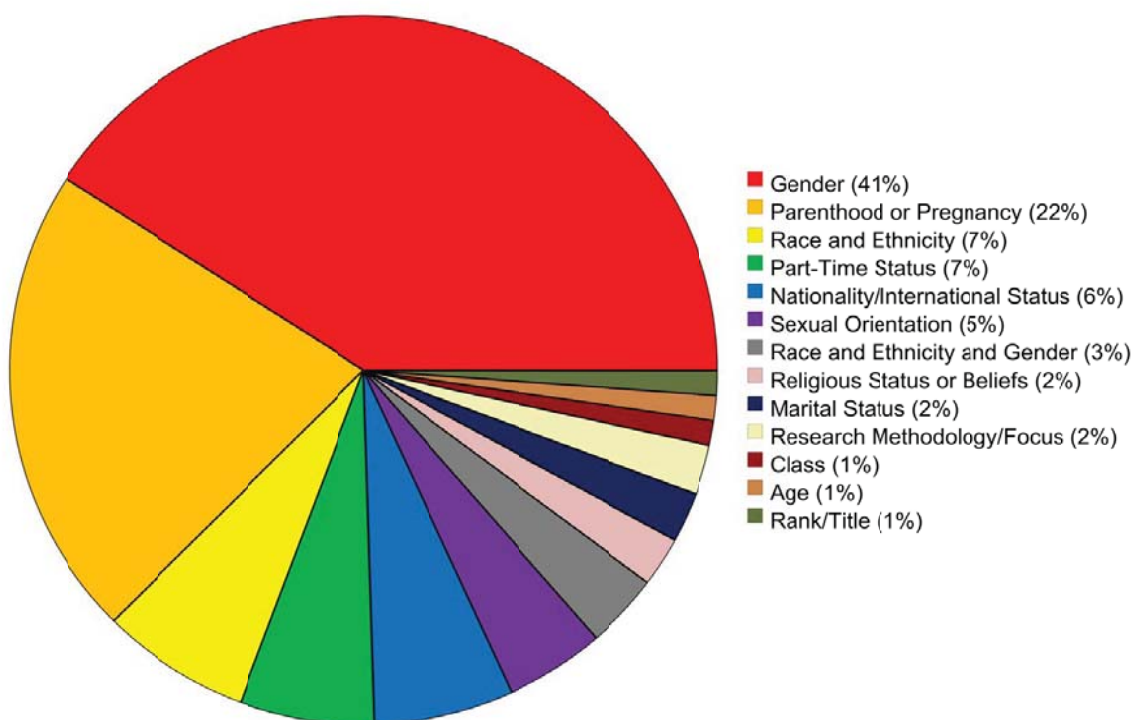
# Figure D10c: Situations identified in bias incidents



- Disrespectful, Inequitable Treatment (30%)
- Treatment of Residents/Students (10%)
- "Subtle" Interpersonal Interactions (8%)
- Other (8%)
- Parental Leave (6%)
- Hiring (6%)
- Assignment to Low-Status Roles (6%)
- Salary/Wage Discrepancies (5%)
- Assumption of Lower Status/Ability (5%)
- Leadership (5%)
- Scheduling (4%)
- Tenure and Promotion (4%)
- Exclusion from Meetings/Decision-Making (3%)
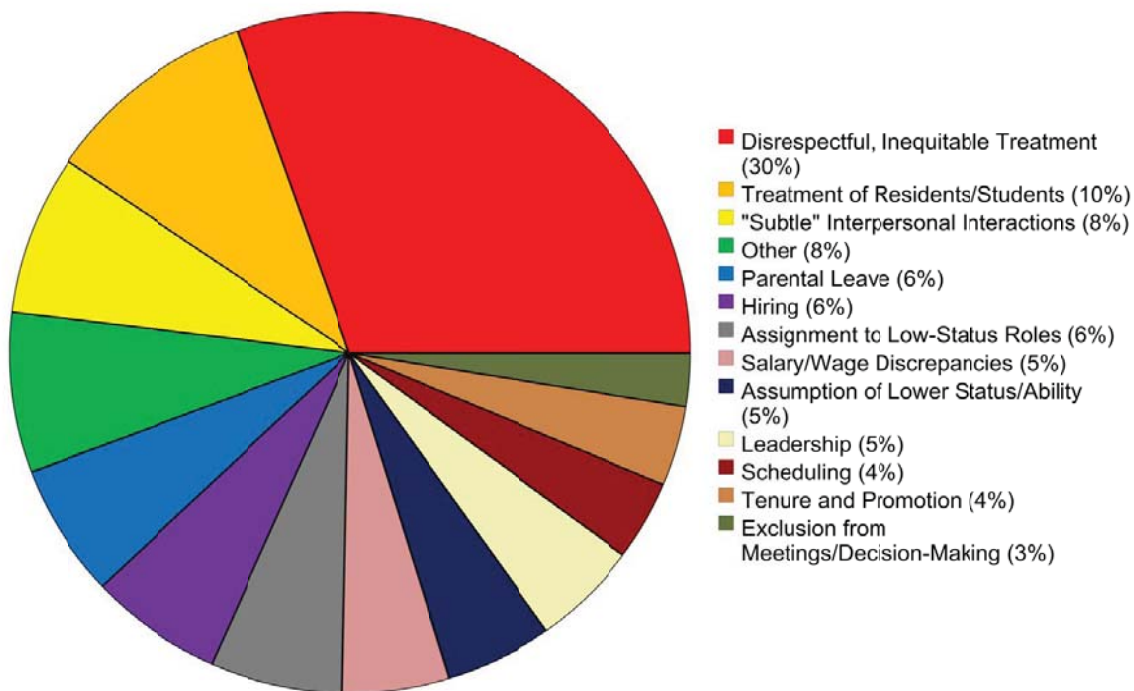
# 2012 Satisfaction:

# Figures S11a_1 through S16i

## Figure S11a_1: Satisfaction with being a faculty member by personal characteristic
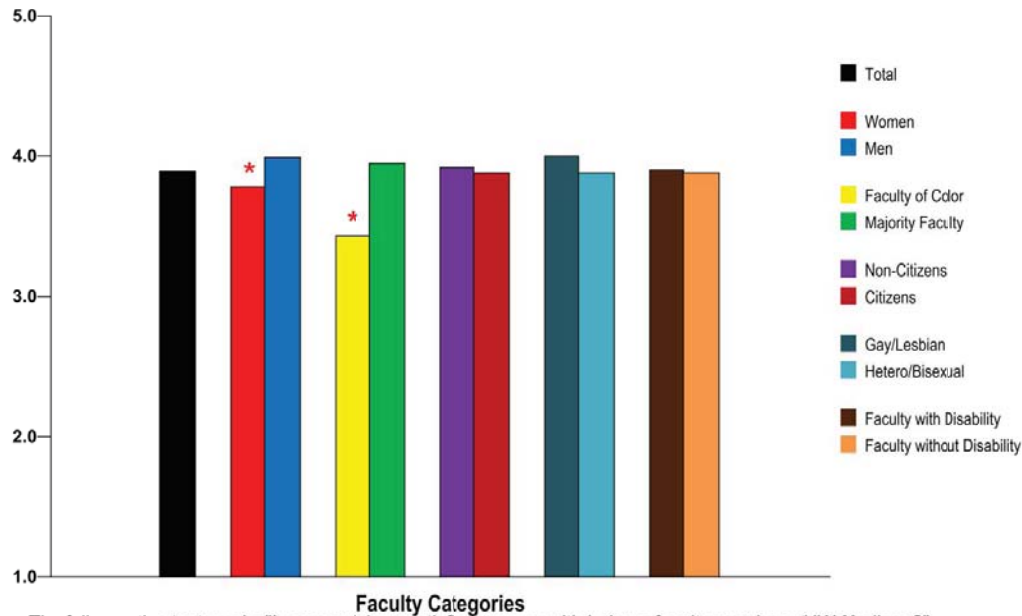


**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Cdor (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

**Faculty Categories**

The full question text reads: "In general, how satisfied are you with being a faculty member at UW-Madison?"

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

* indicates significant difference at p<0.05.

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## Figure S11a_2: Satisfaction with being a faculty member by division, title series, and rank
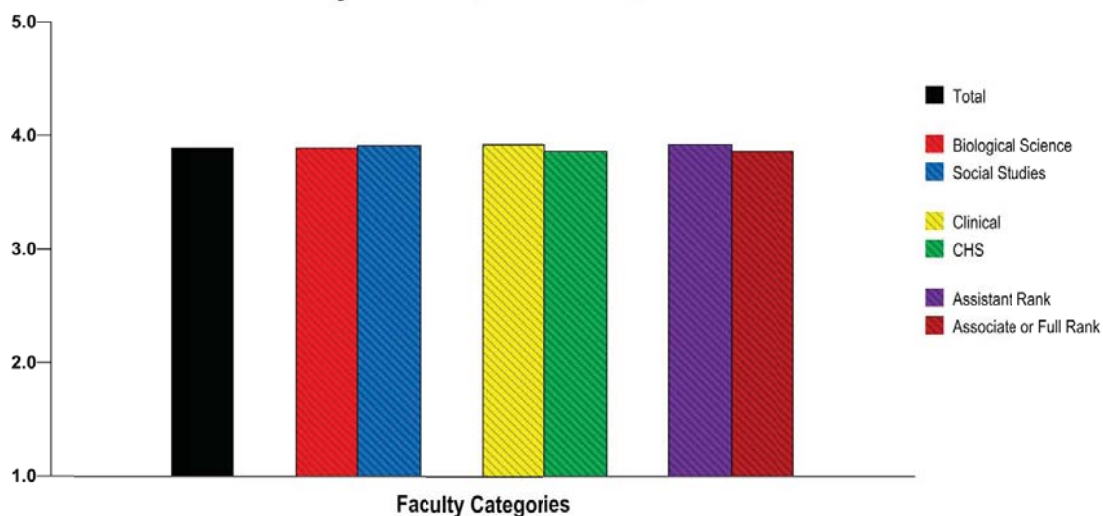


**Legend:**
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

**Faculty Categories**

The full question text reads: "In general, how satisfied are you with being a faculty member at UW-Madison?"

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

* indicates significant difference at p<0.05.

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# Figure S11b_1: Satisfaction with career progression by personal characteristic
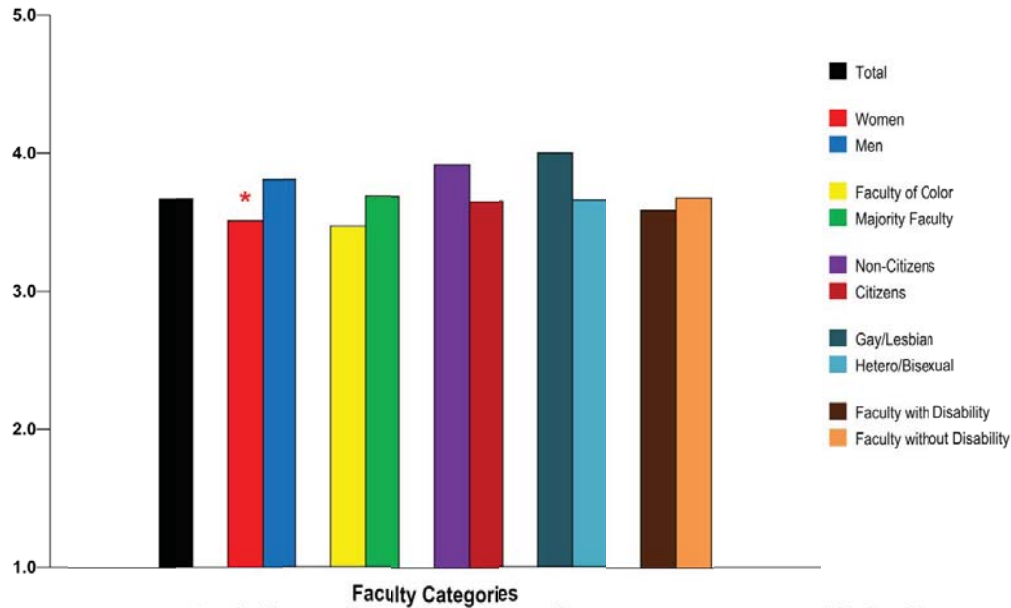


The full question text reads: "In general, how satisfied are you with your career progression at UW-Madison?"

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

* indicates significant difference at $p < 0.05$.

# Figure S11b_2: Satisfaction with career progression by division, rank, and title series
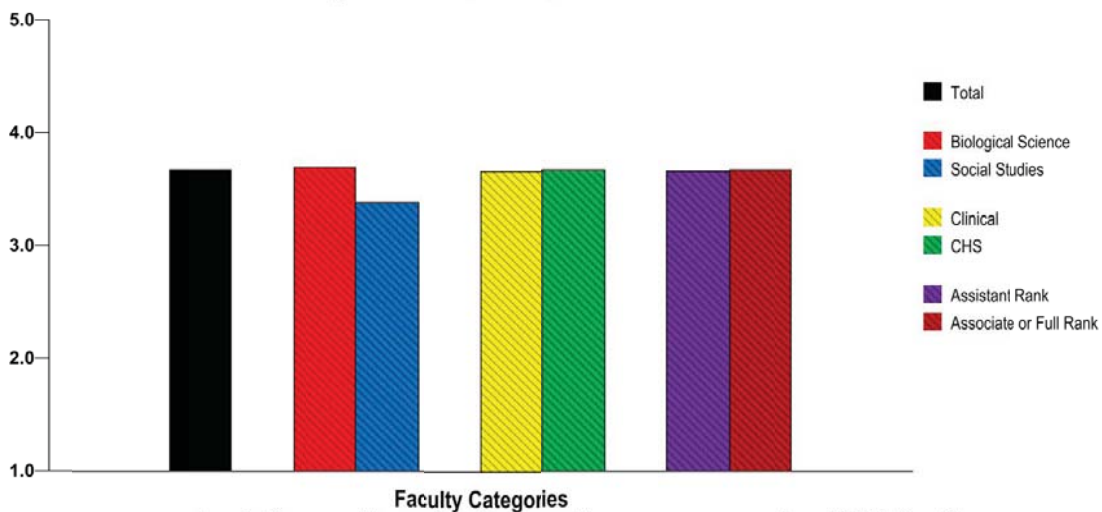


The full question text reads: "In general, how satisfied are you with your career progression at UW-Madison?"

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

* indicates significant difference at $p < 0.05$.

## Figure S12a: Factors Contributing Most to Faculty Satisfaction



- Specific Job Components (23%)
- Colleagues (20%)
- Collaboration/Intellectual Environment (8%)
- Leaders (UW or Dept.; 8%)
- Good Climate/Collegiality (7%)
- Facilities & Resources (6%)
- Local Characteristics (6%)
- Other (6%)
- Prestige/Quality (4%)
- Students/Postdocs (4%)
- Academic Freedom (4%)
- Mission (UW or Dept.) (4%)
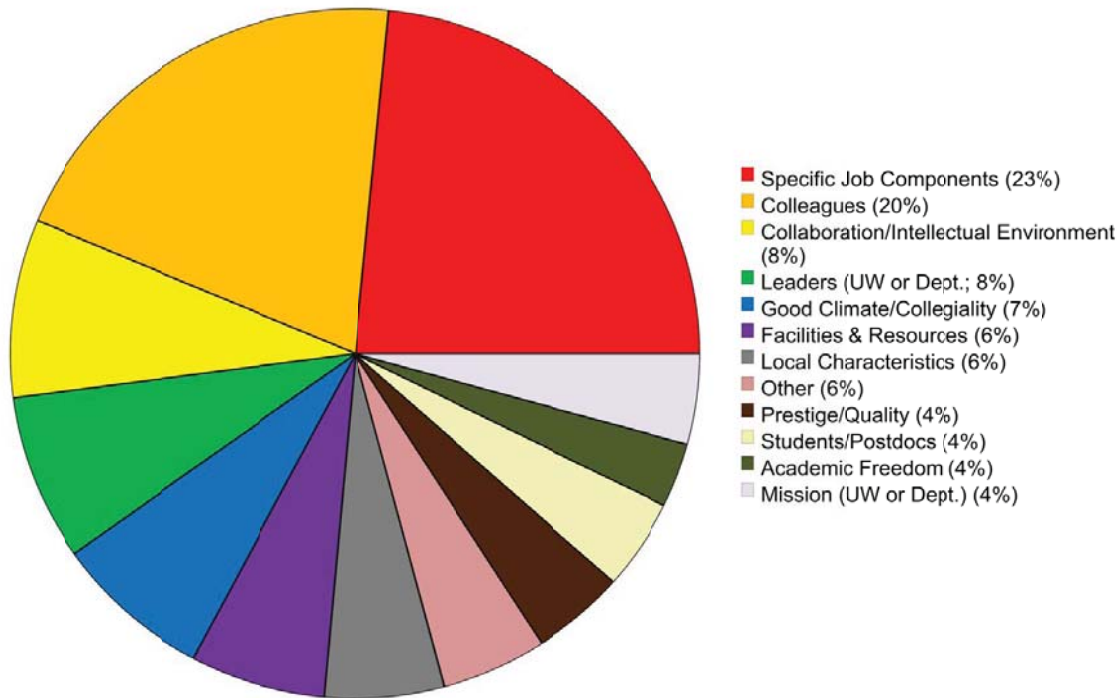
## Figure S12b: Factors Detracting Most to Faculty Satisfaction



- Climate/Lack of Collegiality (15%)
- Resources/Support (14%)
- Leaders (UW or Dept.; 11%)
- Salary & Benefits (11%)
- Work/Career (10%)
- Department (9%)
- Other (8%)
- Service & Bureaucracy (7%)
- UW-Madison (5%)
- Madison/WI (4%)
- Budget Cuts (4%)
- Lack of Excellence (2%)
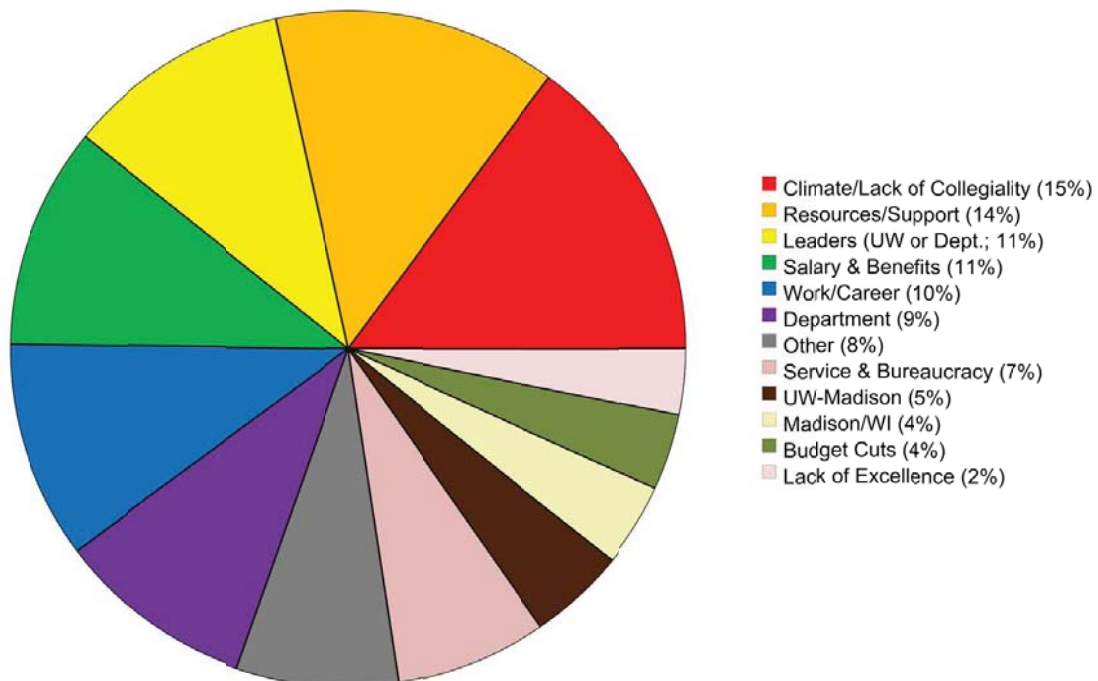
## Figure S13a_1: Satisfaction with research and scholarship resources by personal characteristic
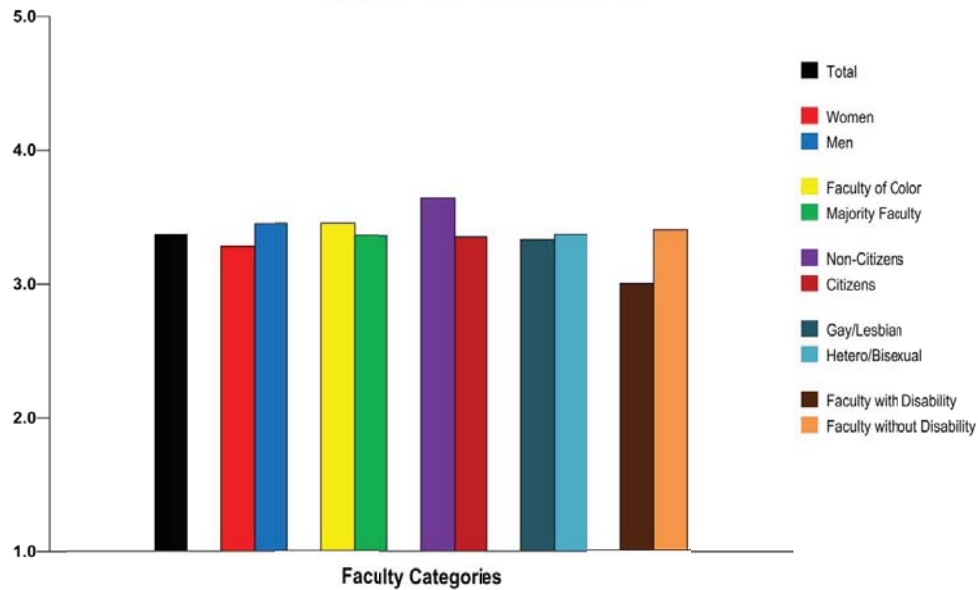


Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
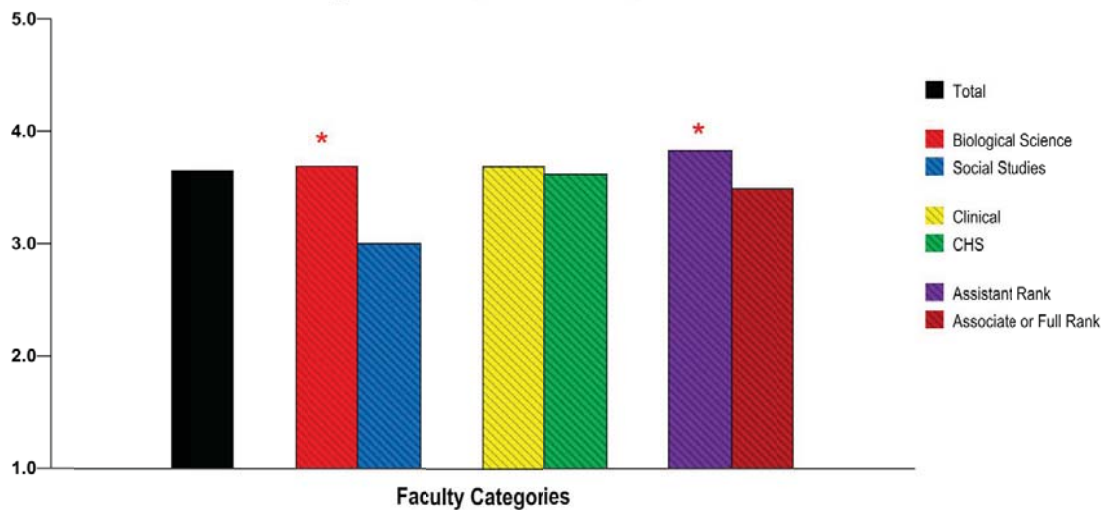- Faculty without Disability (orange)

**Faculty Categories**

The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your research and scholarship?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure S13a_2: Satisfaction with research and scholarship resources by division, title series, and rank
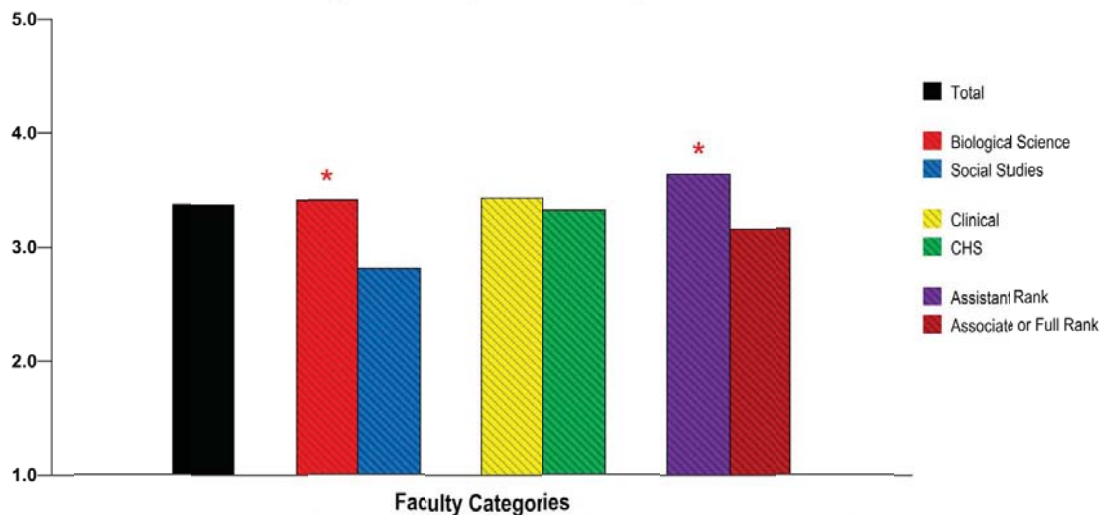


Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
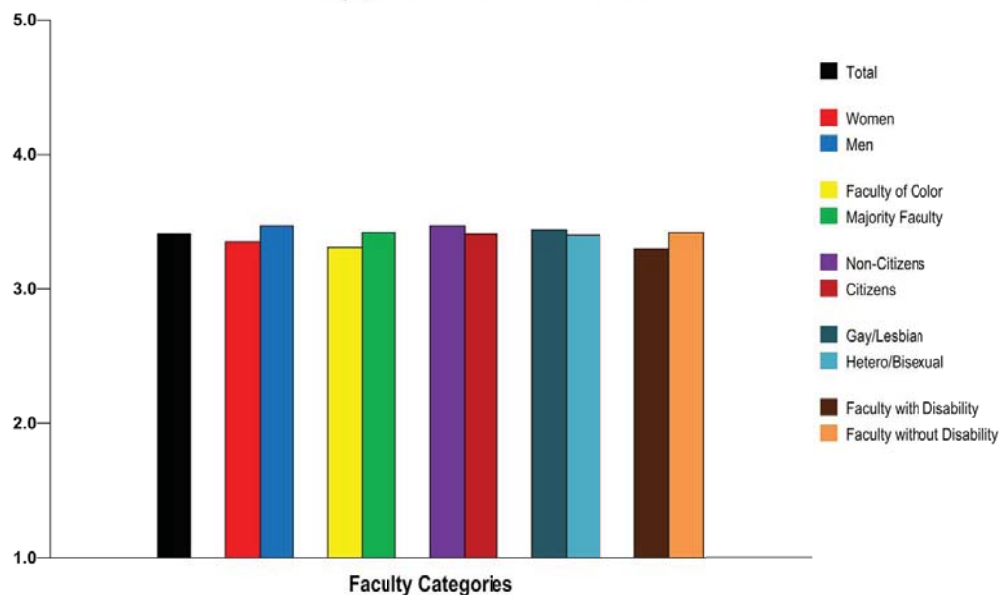- Associate or Full Rank (red)

**Faculty Categories**

The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your research and scholarship?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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# Figure S13b_1: Satisfaction with teaching resources by personal characteristic
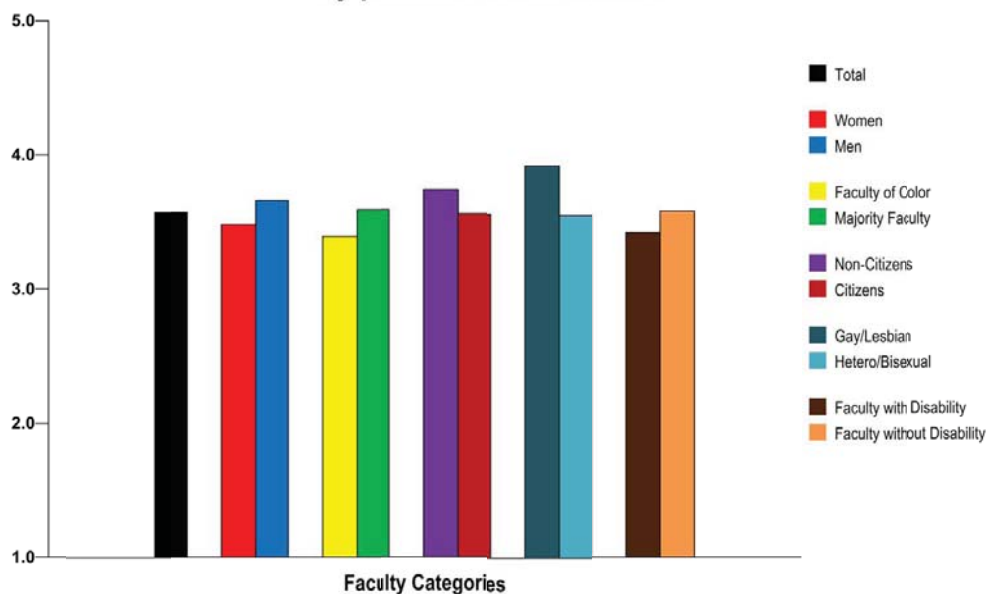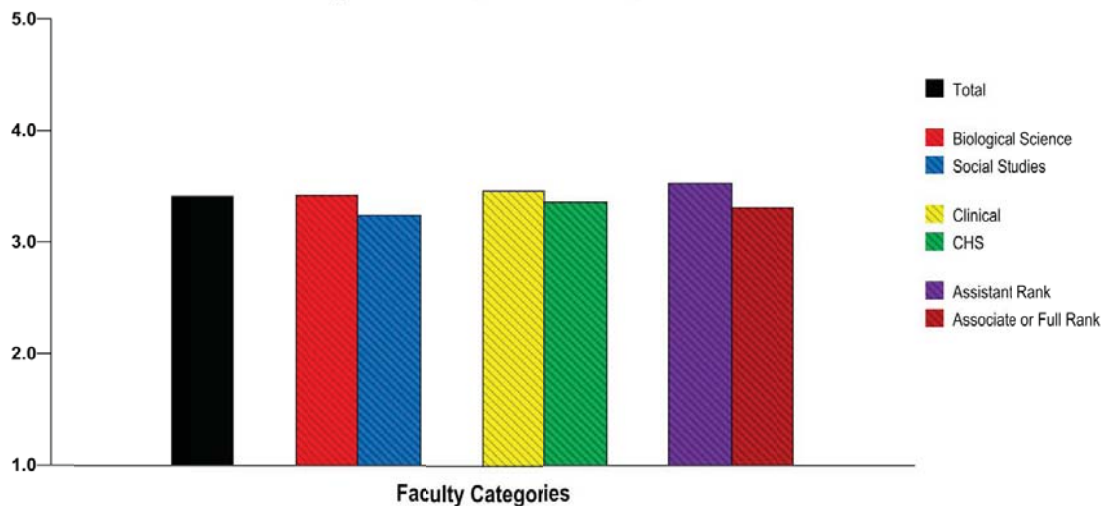


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

# Figure S13b_2: Satisfaction with teaching resources by division, title series, and rank
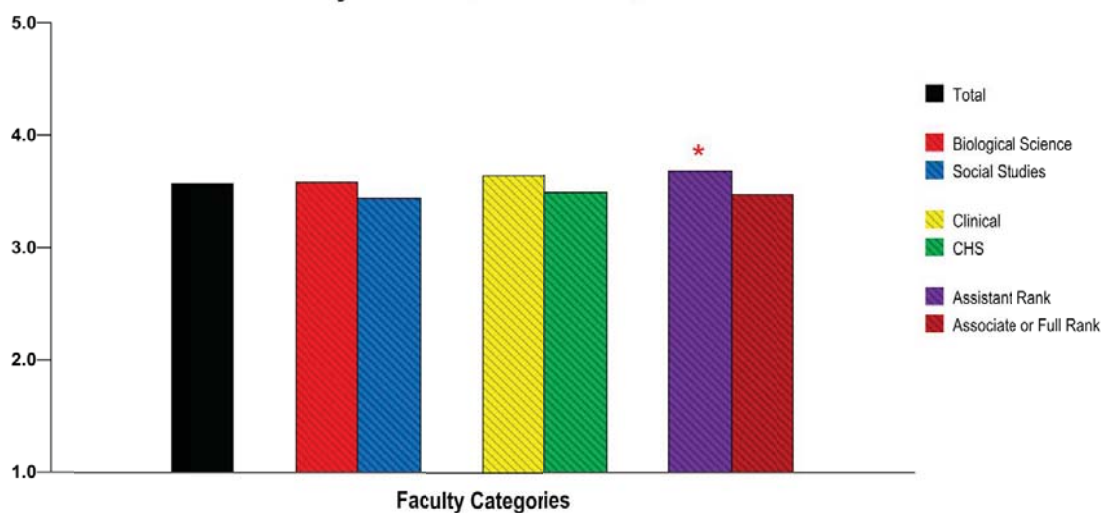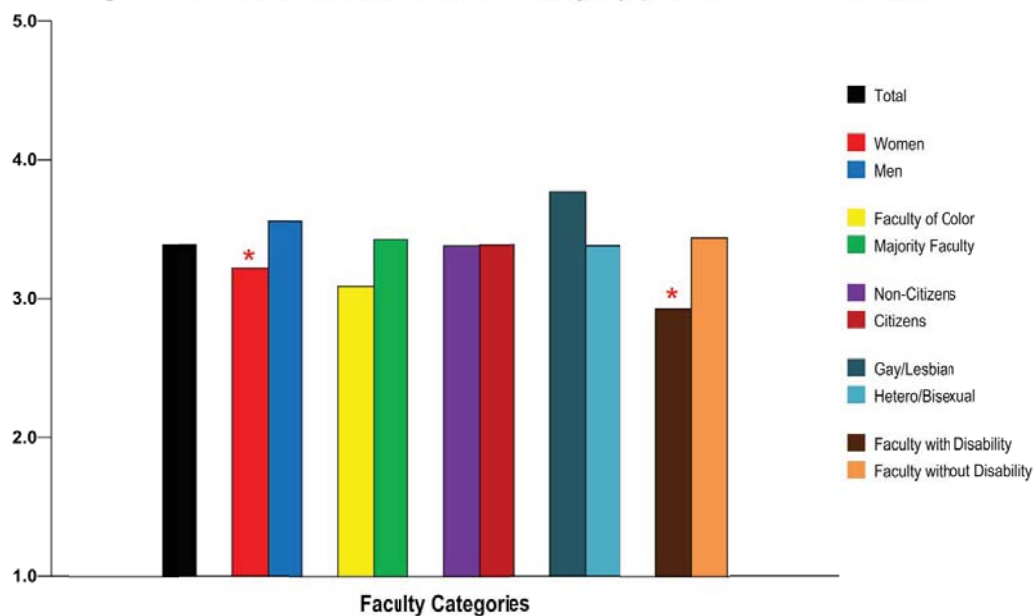


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

# Figure S13c_1: Satisfaction with clinical work resources by personal characteristic



The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure S13c_2: Satisfaction with clinical work resources by division, title series, and rank



The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S13c_2: Satisfaction with clinical work resources by division, title series, and rank



The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S13d_1: Satisfaction with extension and outreach resources by personal characteristic



The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your extension and outreach activities?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S13d_2: Satisfaction with extension and outreach resources by division, title series, and rank



**Legend:**
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

X-axis: **Faculty Categories**

The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your extension or outreach activities?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

## Figure S14_1: Satisfaction with salary by personal characteristic



**Legend:**
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)

X-axis: **Faculty Categories**

The full question text reads: "How satisfied are you with your salary?"

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

* indicates significant difference at $p < 0.05$.

## Figure S14_2: Satisfaction with salary by division, title series, and rank
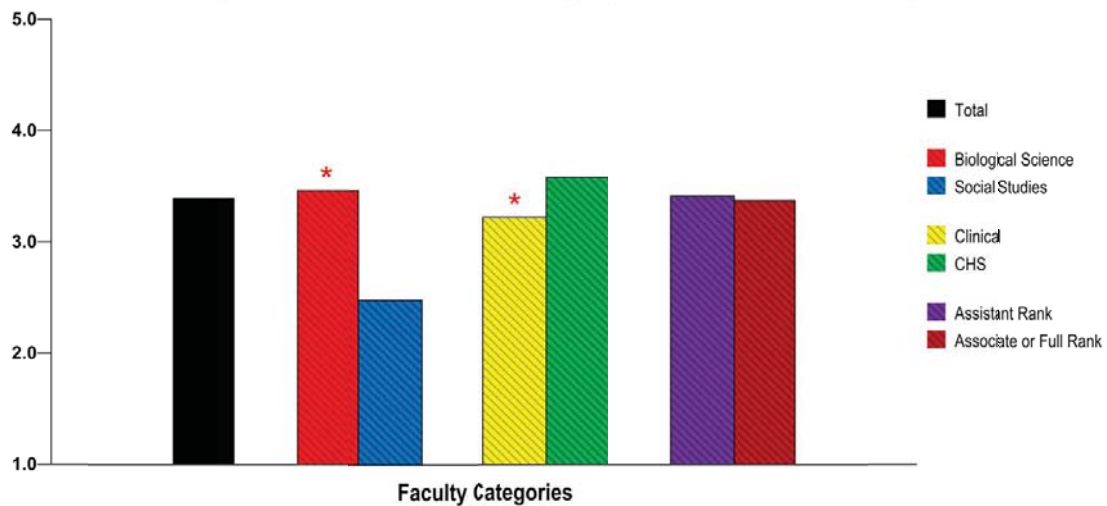


The full question text reads: "How satisfied are you with your salary?"

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

* indicates significant difference at p<0.05.

## Figure S15_1: Likeliness to leave UW-Madison by personal characteristic
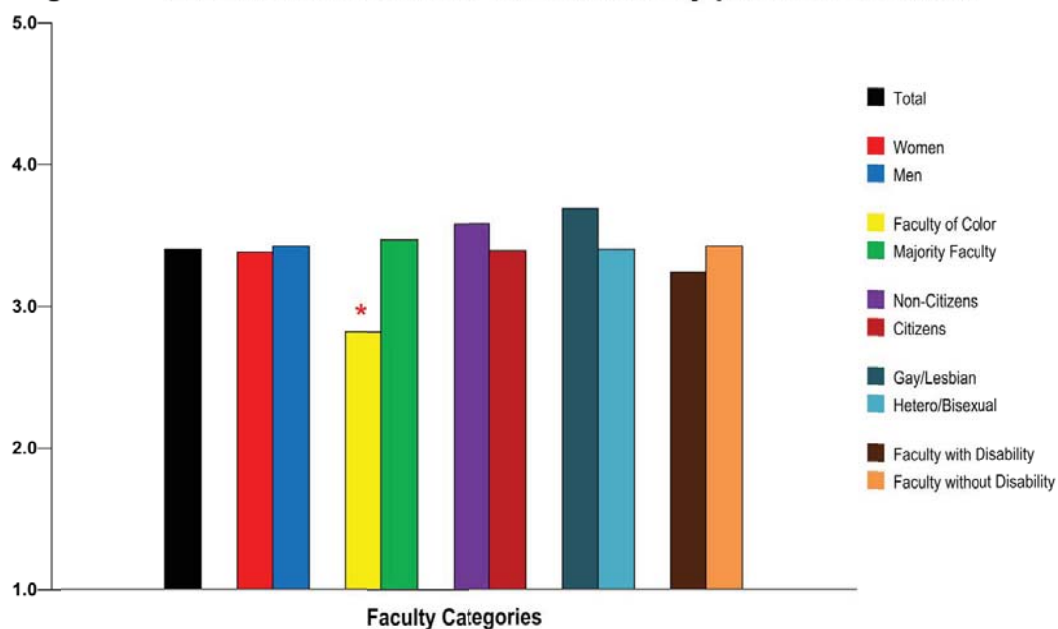


The full question text reads: "In the next three years, how likely are you to leaveUW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5).  Recall that lower numbers = More likely to leave

* indicates significant difference at p<0.05.

# Figure S15_2: Likeliness to leave UW-Madison by division, title series, and rank
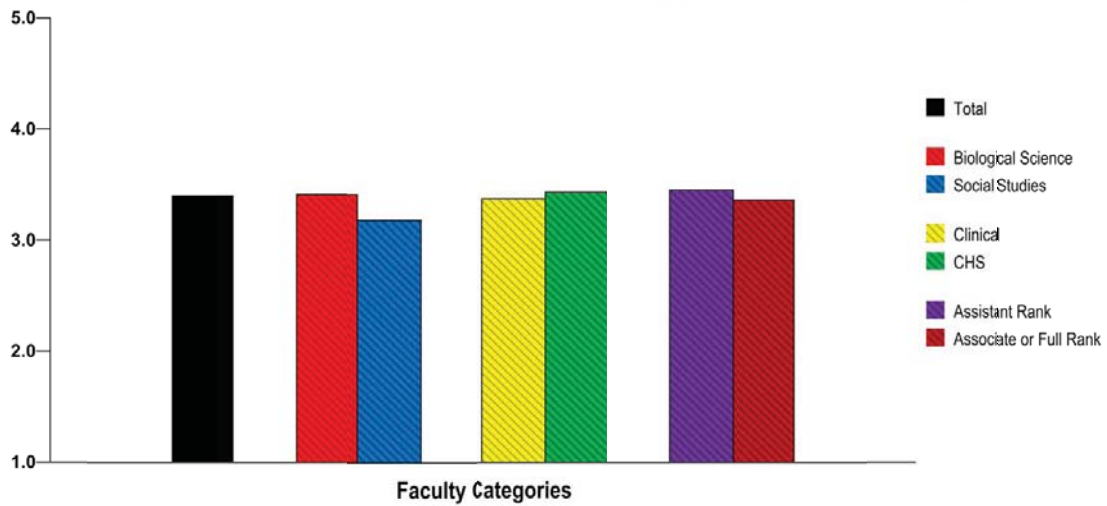


The full question text reads: "In the next three years, how likely are you to leaveUW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at p<0.05.

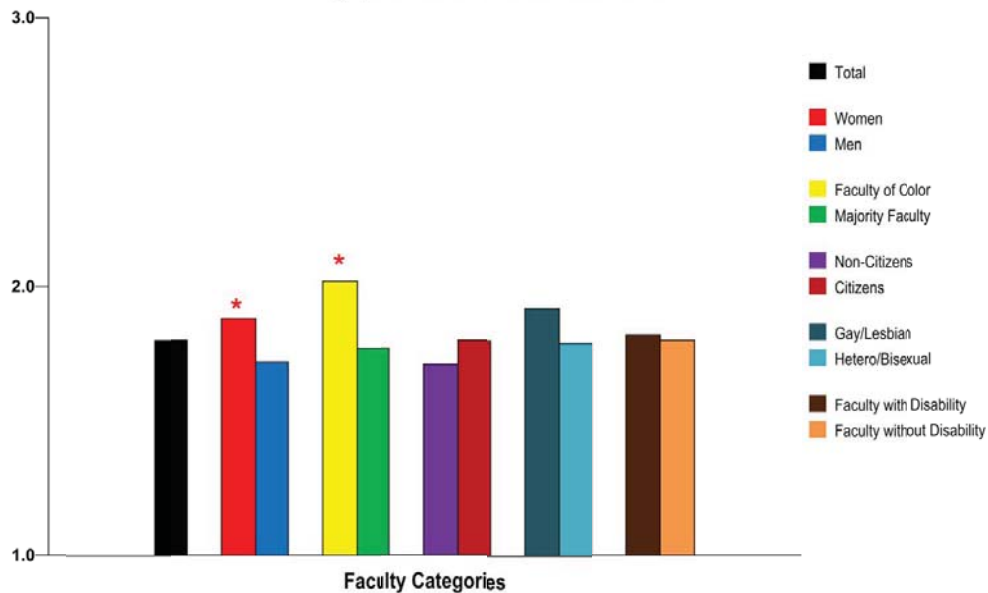# Figure S16a_1: Considering leaving: Increase salary by personal characteristic
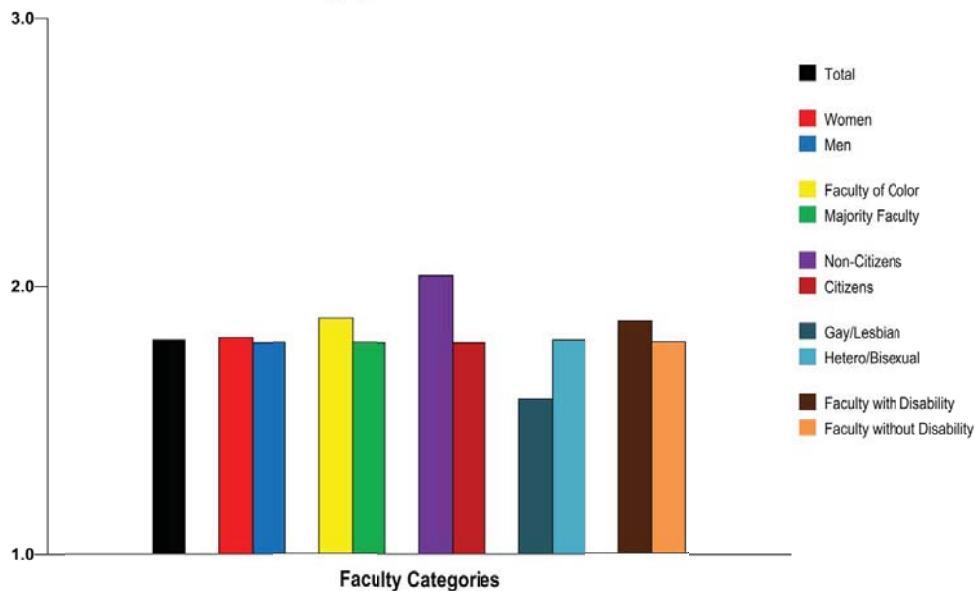


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your salary?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16a_2: Considering leaving: Increase salary by division, title series, and rank
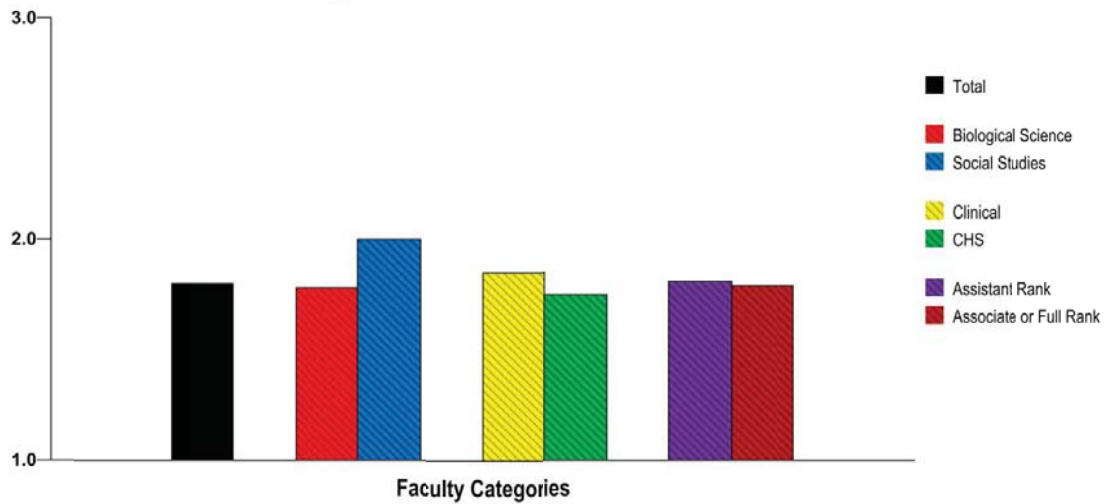


Legend:
- Total
- Biological Science
- Social Studies
- Clinical
- CHS
- Assistant Rank
- Associate or Full Rank

**Faculty Categories**
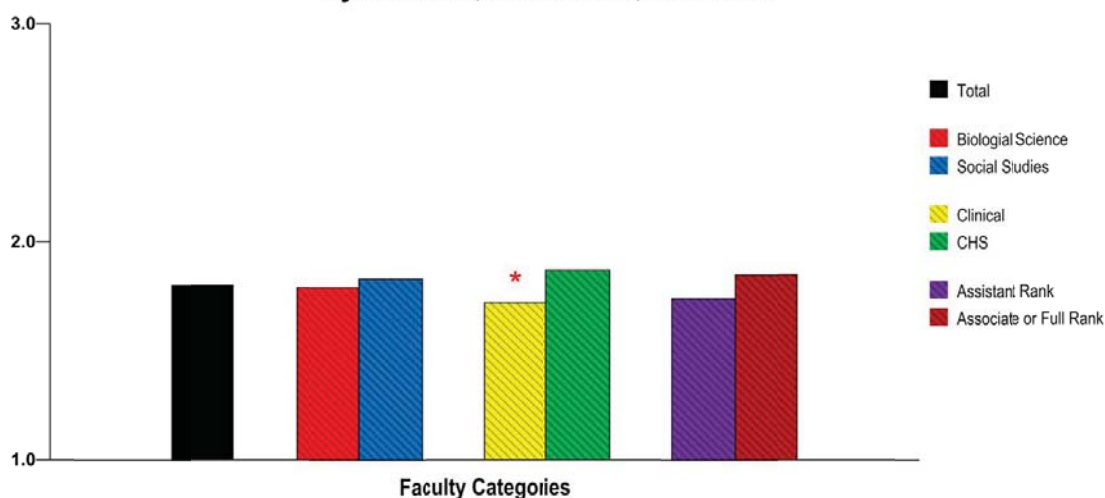
The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your salary?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16b_1: Considering leaving: Improve tenure prospects or enhance career by personal characteristic
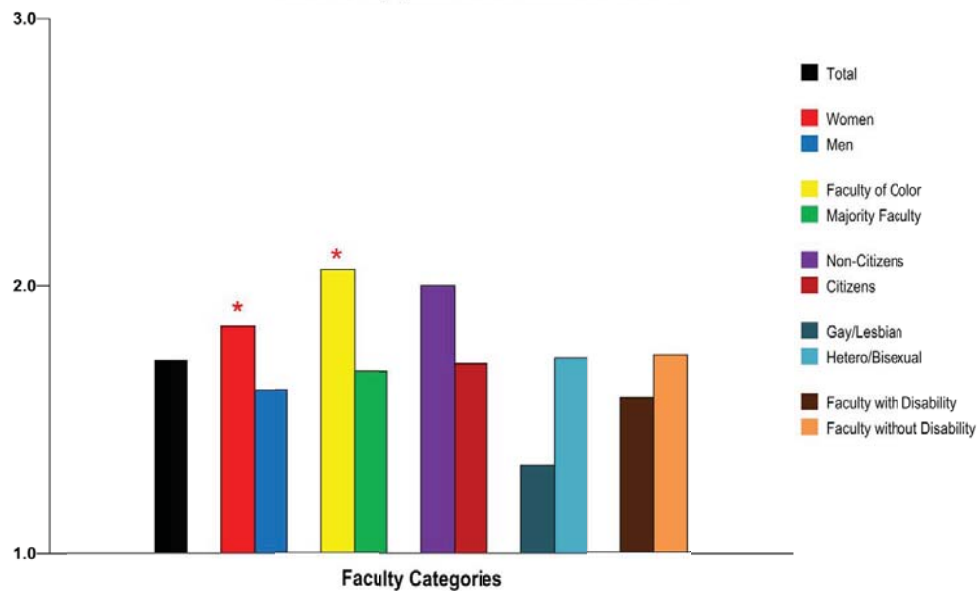


Legend:
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
- Hetero/Bisexual
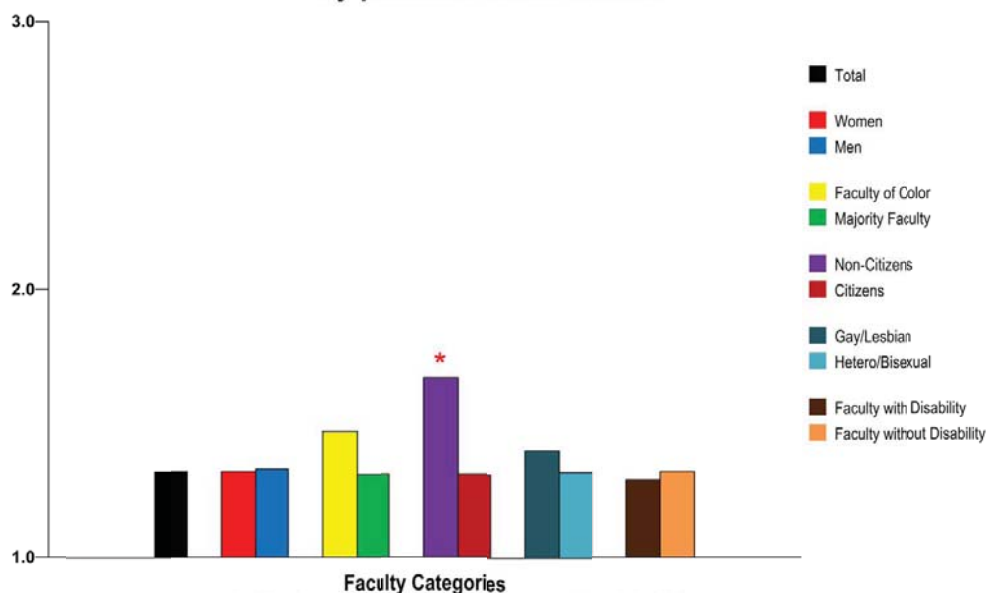- Faculty with Disability
- Faculty without Disability

**Faculty Categories**

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve your prospects for tenure or enhance your career in other ways?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16b_2: Considering leaving: Improve tenure prospects or enhance career by division, title series, and rank
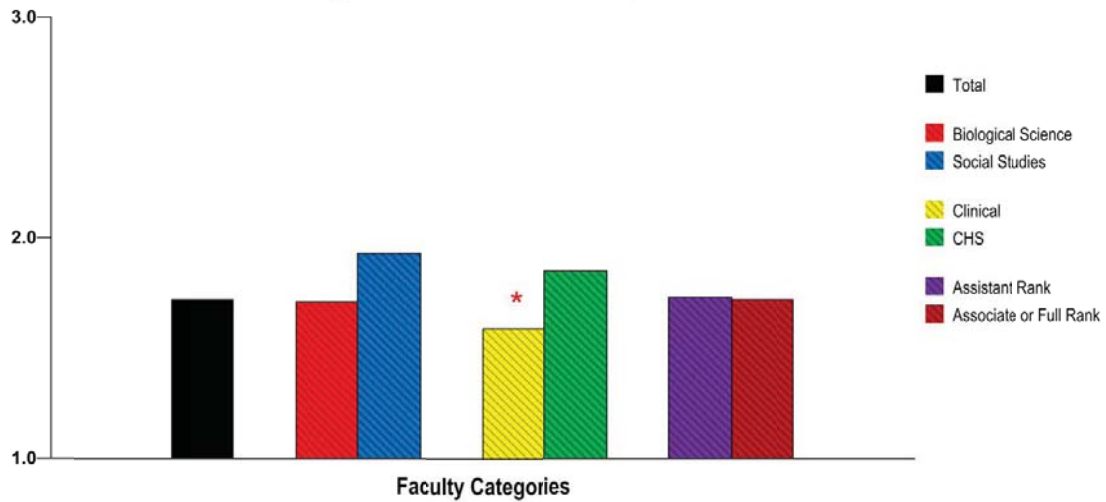


Legend:
- Total
- Biological Science
- Social Studies
- Clinical
- CHS
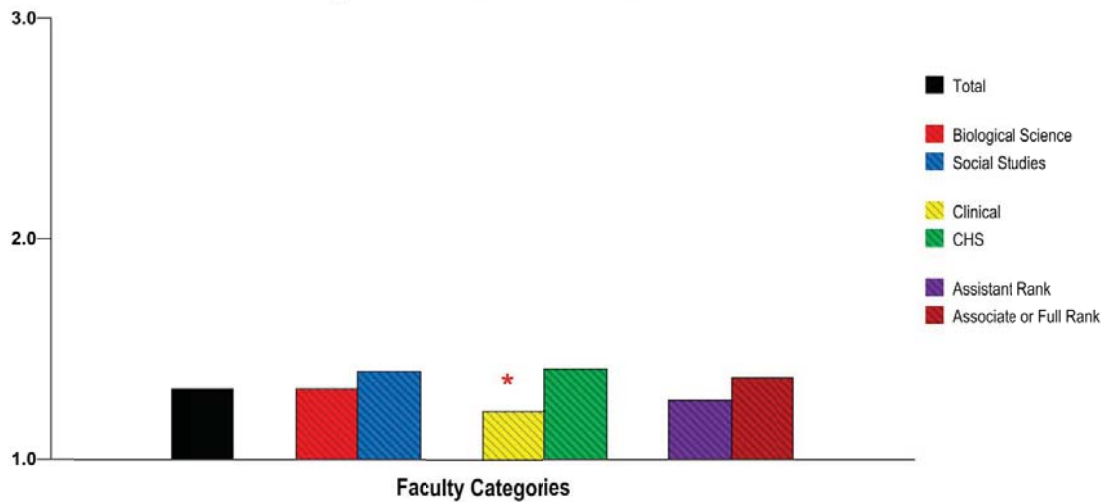- Assistant Rank
- Associate or Full Rank

Faculty Categories

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve your prospects for tenure or enhance your career in other ways?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16c_1: Considering leaving: More supportive work environment by personal characteristic



Legend:
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
- Hetero/Bisexual
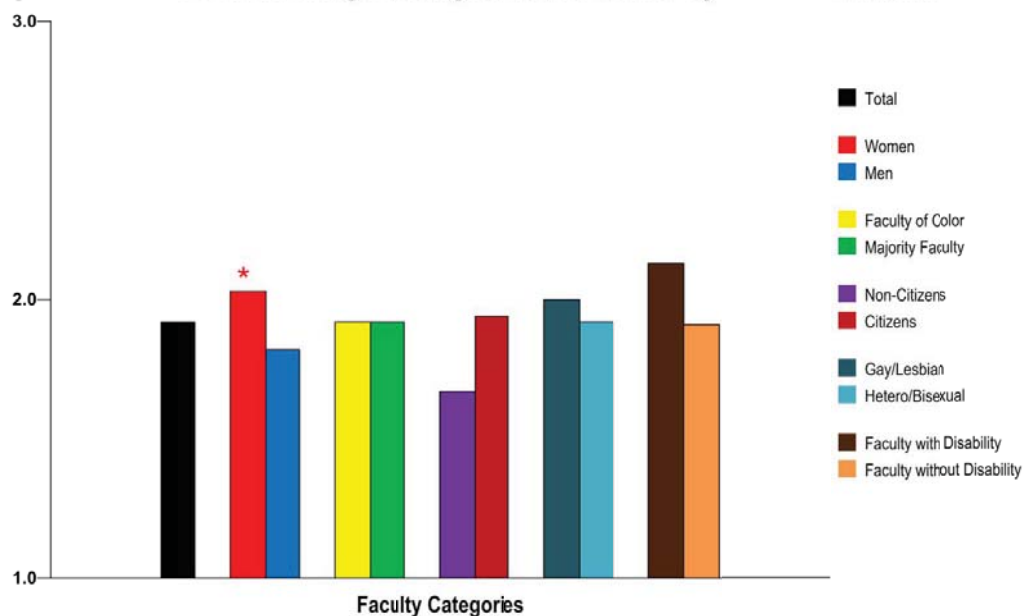- Faculty with Disability
- Faculty without Disability

Faculty Categories

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To find a more supportive work environment?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure S16c_2: Considering leaving: More supportive work environment by division, title series, and rank



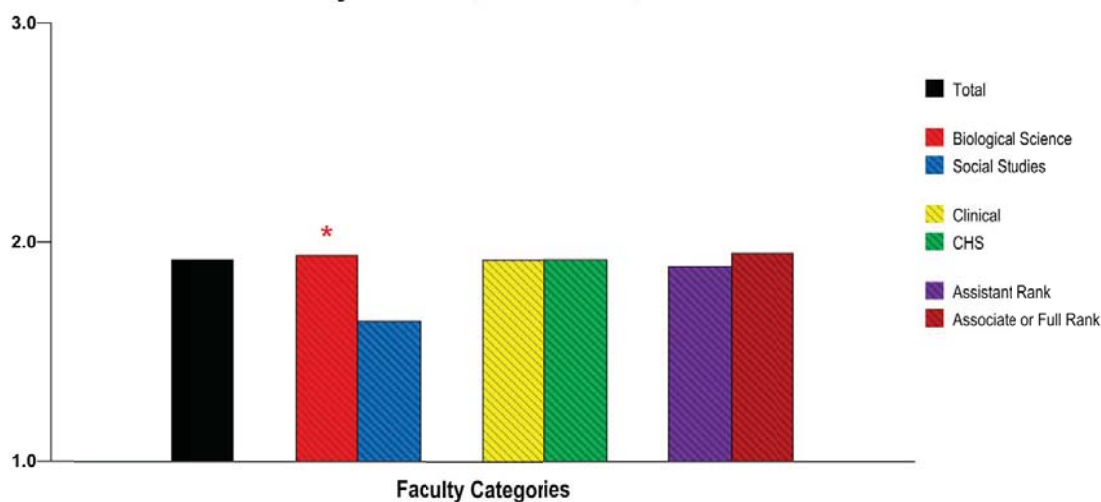The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To find a more supportive work environment?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

\* indicates significant difference at p<0.05.

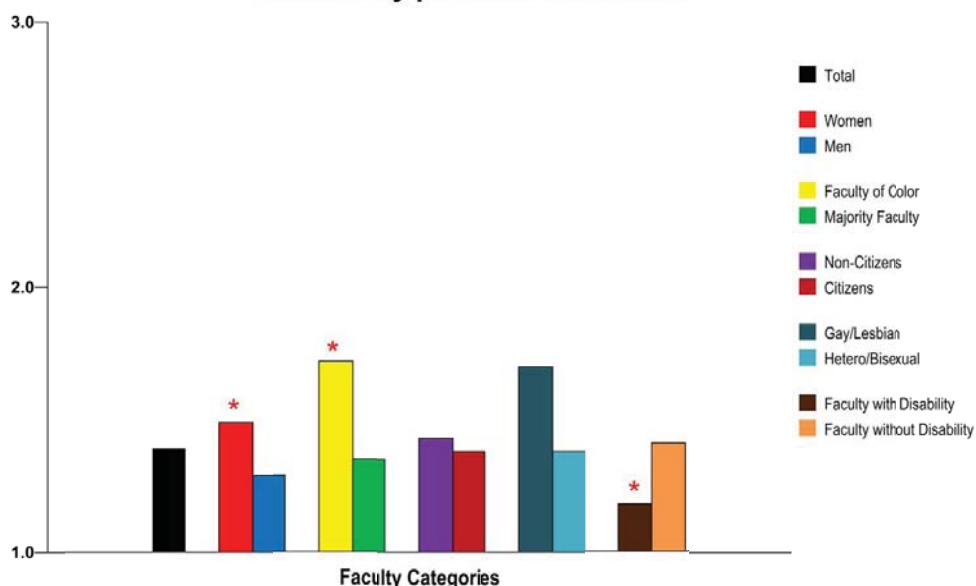# Figure S16d_1: Considering leaving: Increased research time by personal characteristic



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your time to do research?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

\* indicates significant difference at p<0.05.

## Figure S16d_2: Considering leaving: Increased research time by division, title series, and rank



Legend:
- Total (black)
- Biological Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

Faculty Categories
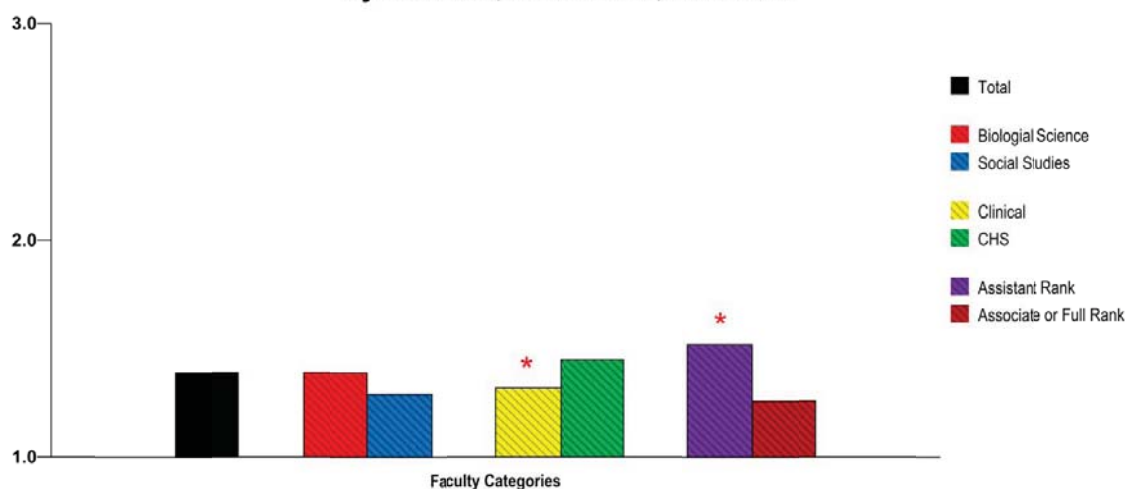
The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your time to do research?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16e_1: Considering leaving: Reduce stress by personal characteristic



Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (dark teal)
- Hetero/Bisexual (light blue)
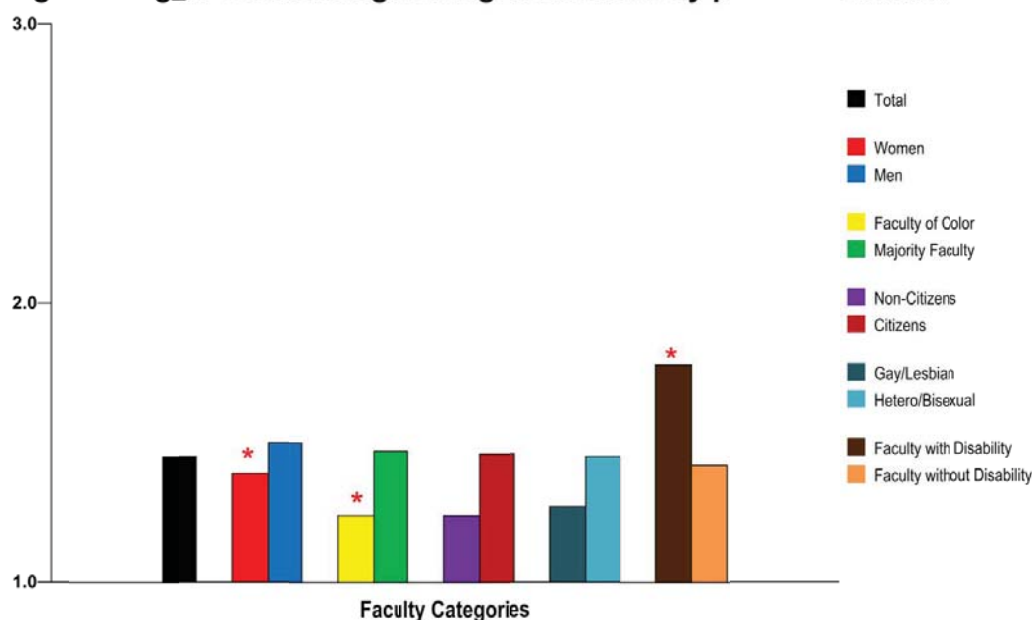- Faculty with Disability (brown)
- Faculty without Disability (orange)

Faculty Categories

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To reduce stress?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16e_2: Considering leaving: Reduce stress by division, title series, and rank



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To reduce stress?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16f_1: Considering leaving: Improve spouse/partner employment situation by personal characteristic
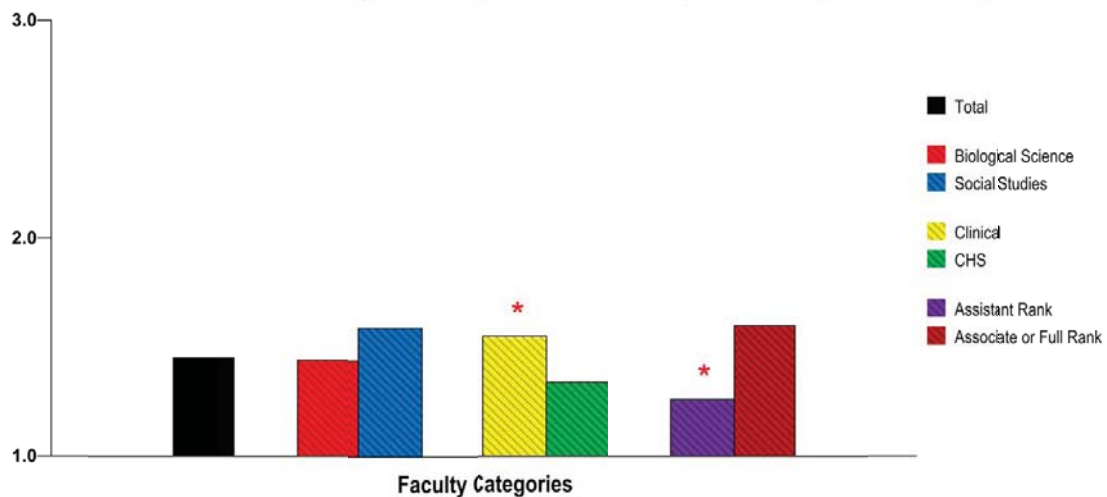


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve the employment situation of your spouse or partner?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

## Figure S16f_2: Considering leaving: Improve spouse/partner employment situation by division, title series, and rank



Legend:
- Total (black)
- Biologial Science (red)
- Social Studies (blue)
- Clinical (yellow)
- CHS (green)
- Assistant Rank (purple)
- Associate or Full Rank (dark red)

X-axis: Faculty Categories

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve the employment situation of your spouse or partner?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure S16g_1: Considering leaving: Retirement by personal characteristic



Legend:
- Total (black)
- Women (red)
- Men (blue)
- Faculty of Color (yellow)
- Majority Faculty (green)
- Non-Citizens (purple)
- Citizens (dark red)
- Gay/Lesbian (teal)
- Hetero/Bisexual (light blue)
- Faculty with Disability (brown)
- Faculty without Disability (orange)
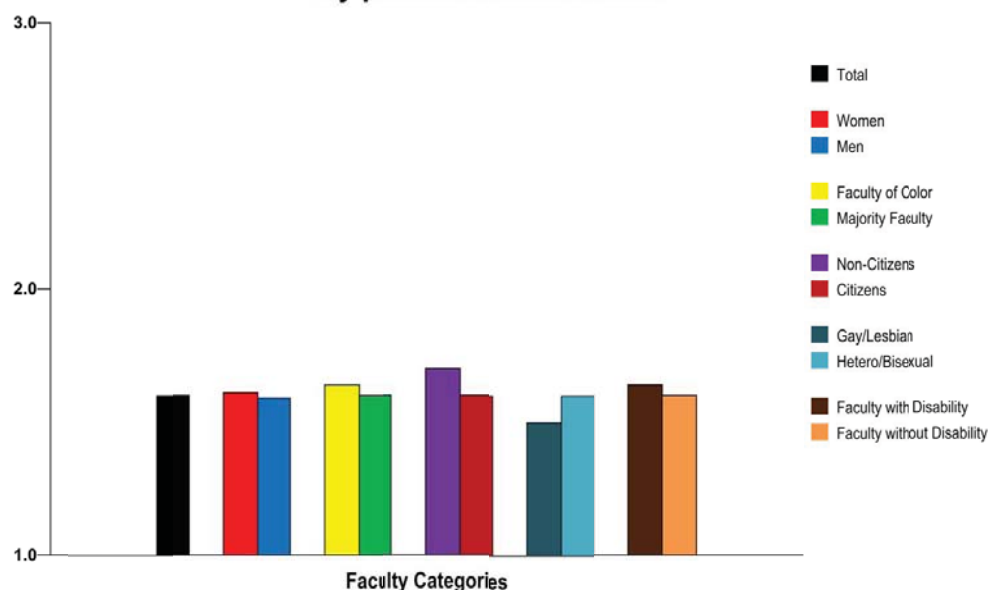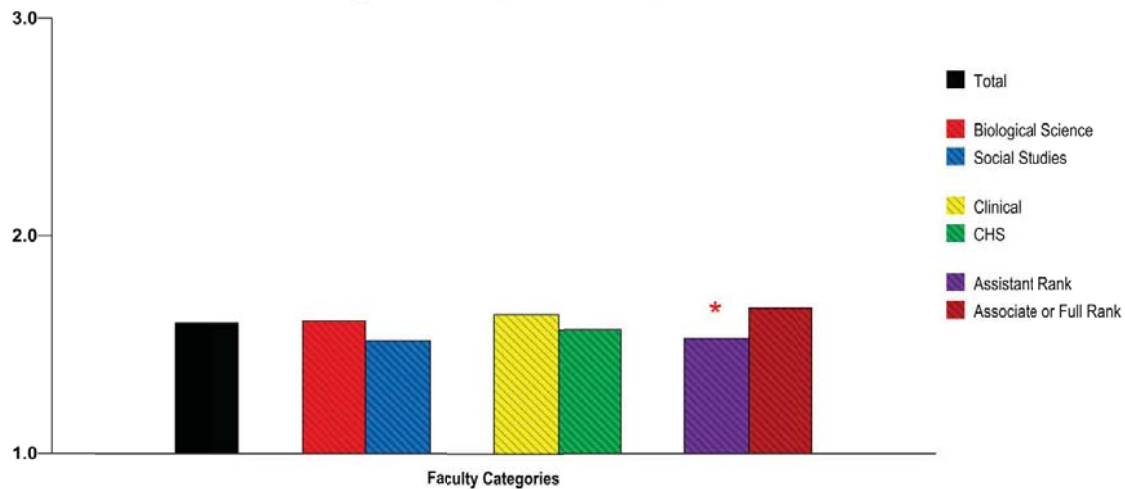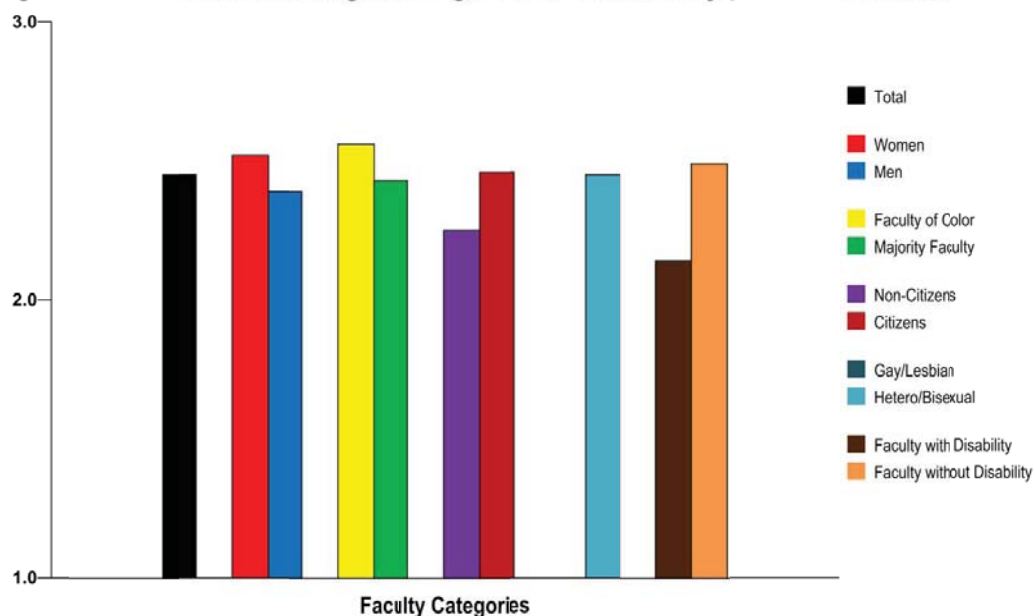
X-axis: Faculty Categories

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Retirement?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

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## Figure S16g_2: Considering leaving: Retirement by division, title series, and rank



Legend:
- Total
- Biological Science
- Social Studies
- Clinical
- CHS
- Assistant Rank
- Associate or Full Rank

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Retirement?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

## Figure S16h_1: Considering leaving: Adjust clinical load by personal characteristic



Legend:
- Total
- Women
- Men
- Faculty of Color
- Majority Faculty
- Non-Citizens
- Citizens
- Gay/Lesbian
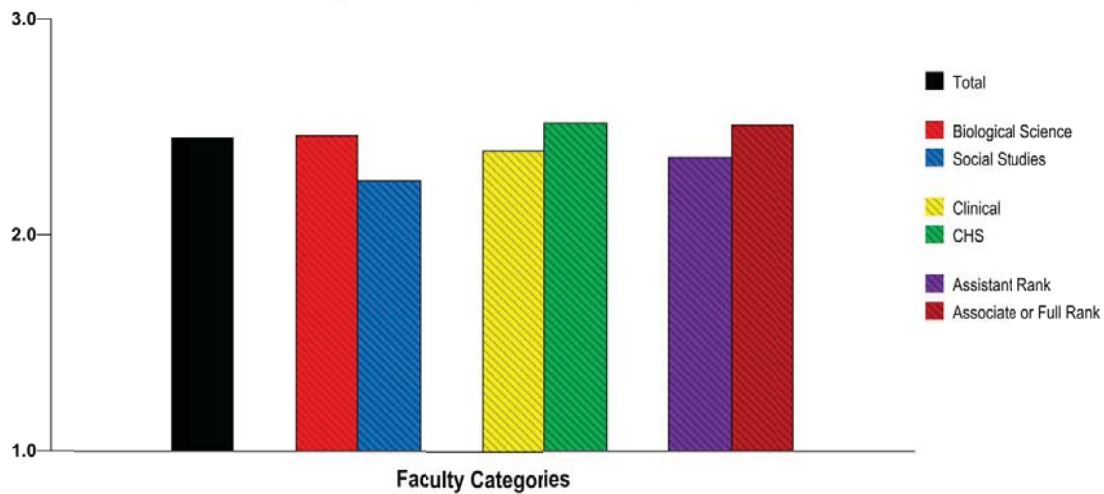- Hetero/Bisexual
- Faculty with Disability
- Faculty without Disability

The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

# Figure S16h_2: Considering leaving: Adjust clinical load by division, title series, and rank



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure S16i_1: Considering leaving: Other reasons by personal characteristic



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Other? Please specify."

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure S16i_2: Considering leaving: Other reasons by division, title series, and rank



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Other? Please specify."

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure S16i: Other reasons considered by faculty members for leaving
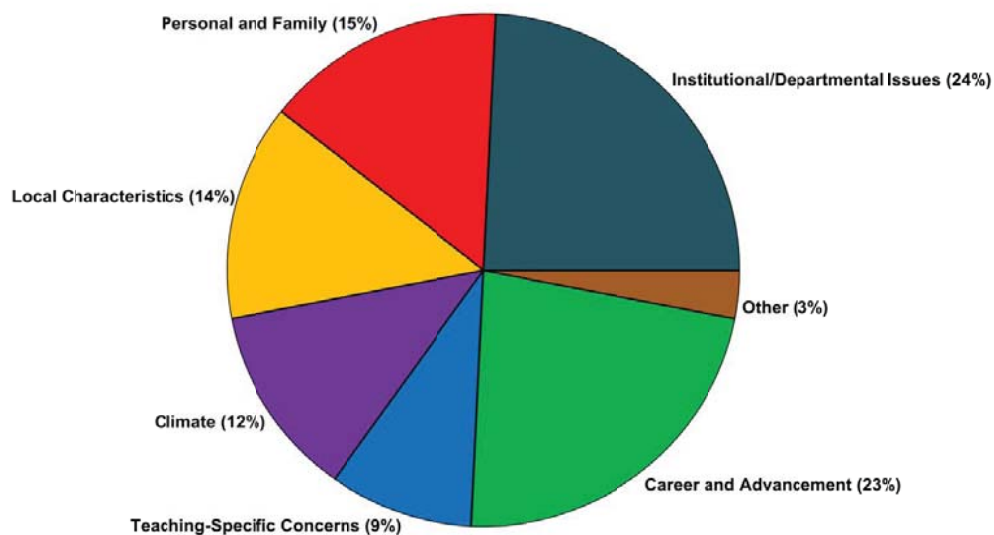
# Section 5:  Appendices

# Appendix 6:  Selected Longitudinal Figures

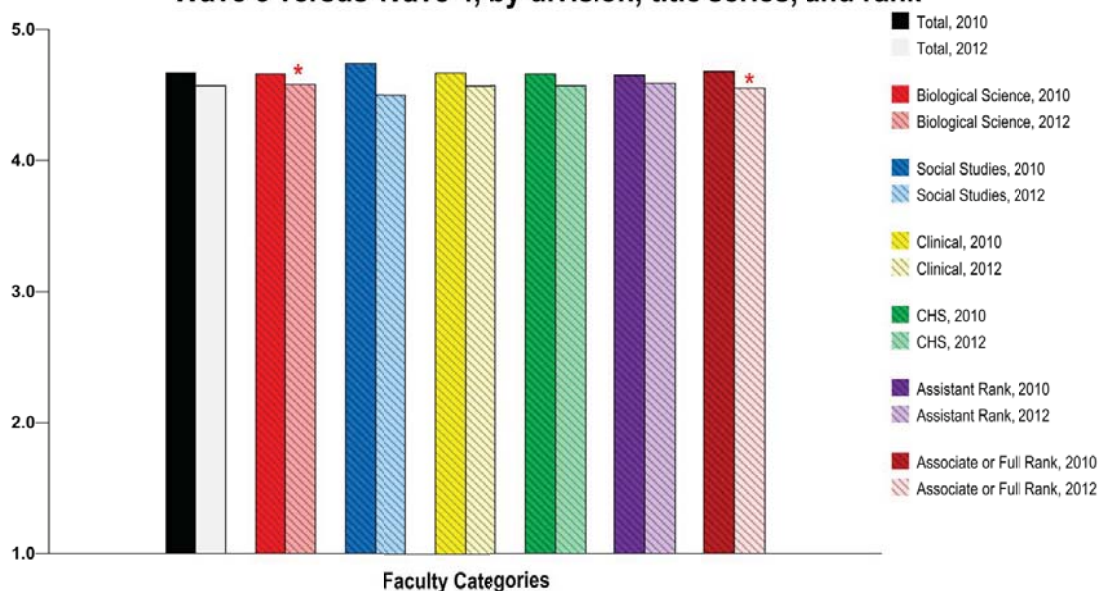Figure DC3b_1: Frequency of being treated with respect by students, Wave 3 versus Wave 4, by personal characteristic

Legend:
- Total, 2010
- Total, 2012
- Women, 2010
- Women, 2012
- Men, 2010
- Men, 2012
- Faculty of Color, 2010
- Faculty of Color, 2012
- Majority Faculty, 2010
- Majority Faculty, 2012
- Non-Citizens, 2010
- Non-Citizens, 2012
- Citizens, 2010
- Citizens, 2012
- Gay/Lesbian, 2010
- Gay/Lesbian, 2012
- Hetero/Bisexual, 2010
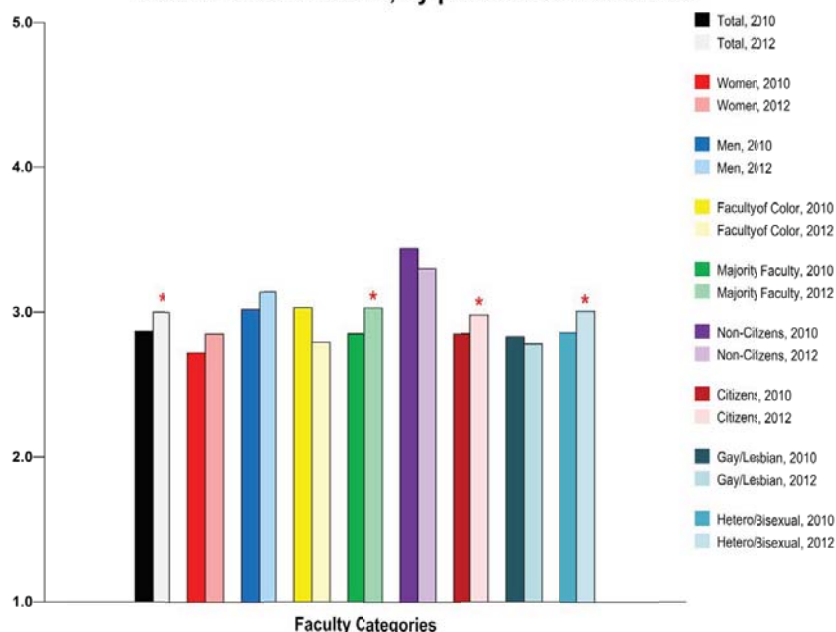- Hetero/Bisexual, 2012

Faculty Categories

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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Figure DC3b_2: Frequency of being treated with respect by students, Wave 3 versus Wave 4, by division, title series, and rank

Legend:
- Total, 2010
- Total, 2012
- Biological Science, 2010
- Biological Science, 2012
- Social Studies, 2010
- Social Studies, 2012
- Clinical, 2010
- Clinical, 2012
- CHS, 2010
- CHS, 2012
- Assistant Rank, 2010
- Assistant Rank, 2012
- Associate or Full Rank, 2010
- Associate or Full Rank, 2012

Faculty Categories

The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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## Figure DC4e_1: Colleagues valuing of research and scholarship, Wave 3 versus Wave 4, by personal characteristic
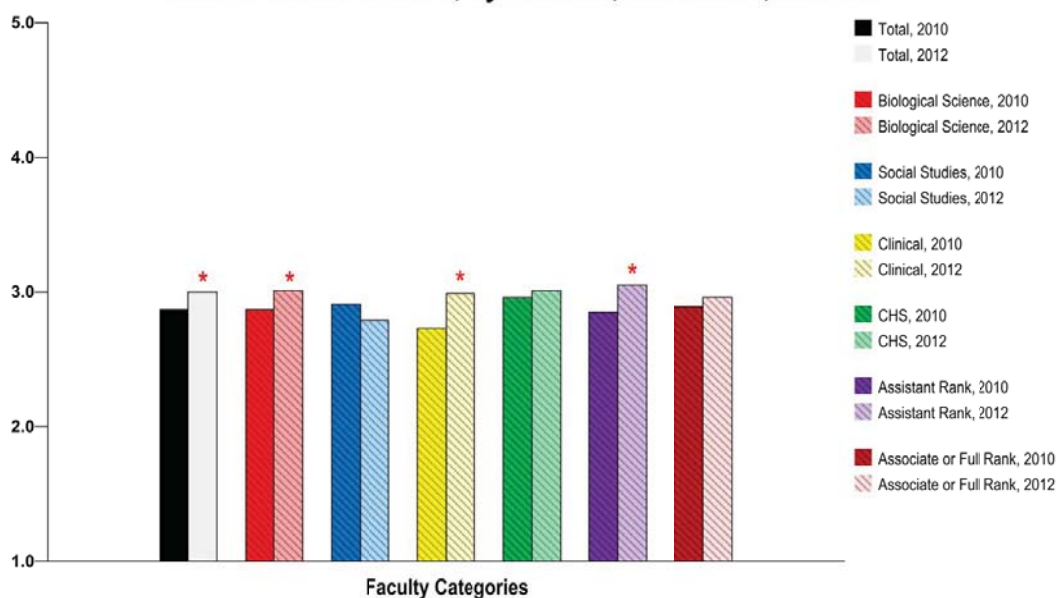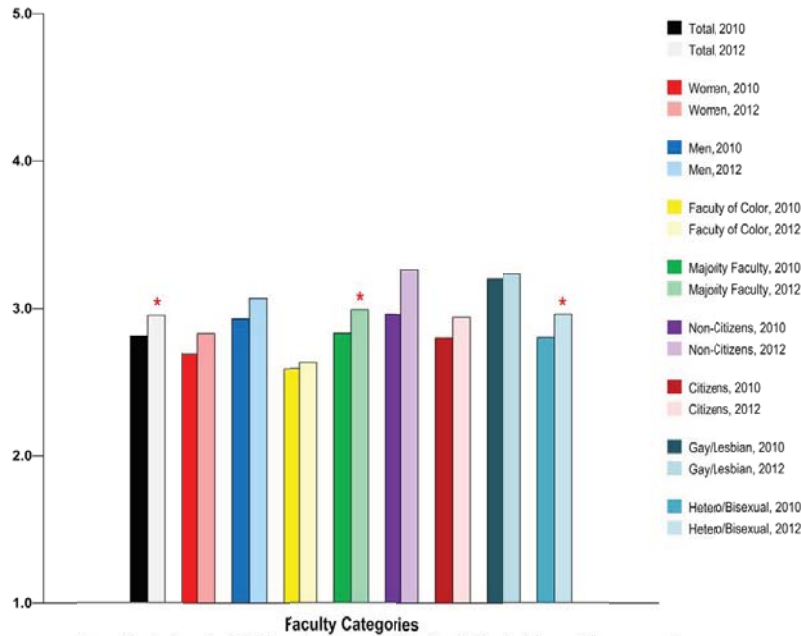


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

## Figure DC4e_2: : Colleagues valuing of research and scholarship, Wave 3 versus Wave 4, by division, title series, and rank



The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

# Figure DC5e_1: Department chair involving faculty in decision-making, Wave 3 versus Wave 4, by personal characteristic
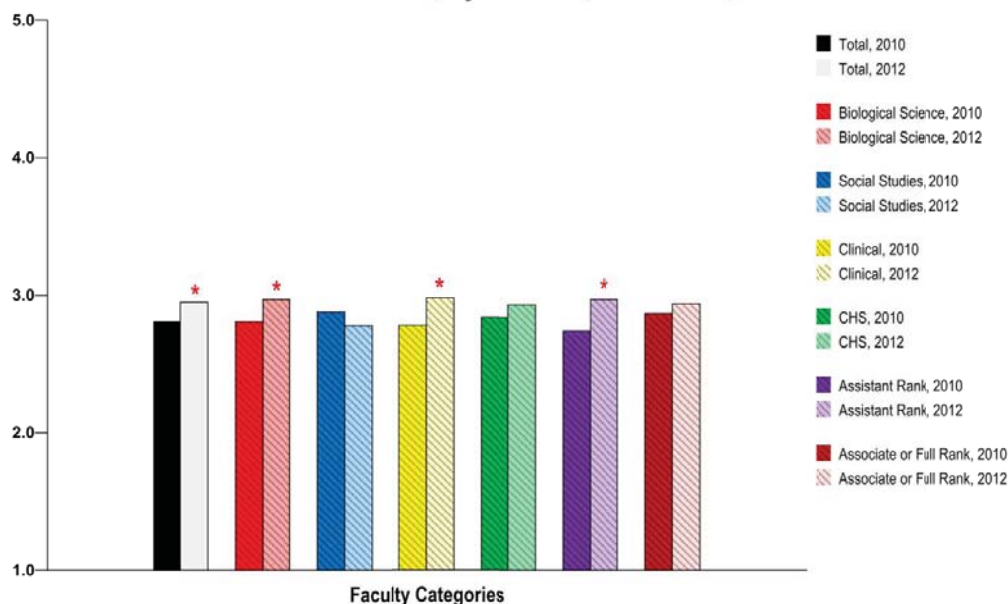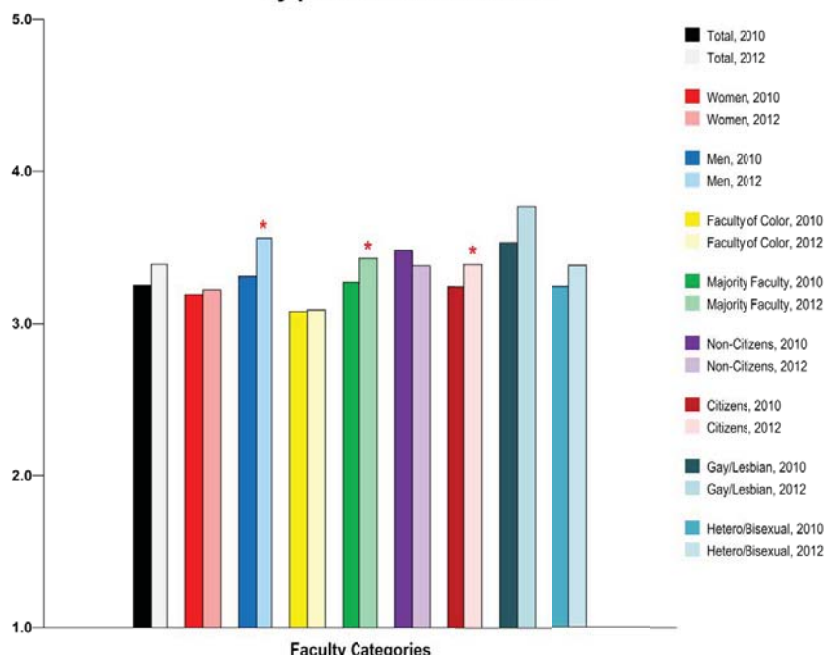


The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

# Figure DC5e_2: Department chair involving faculty in decision-making, Wave 3 versus Wave 4, by division, title series, and rank



The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

Figure S14_1: Satisfaction with salary, Wave 3 versus Wave 4, by personal characteristic
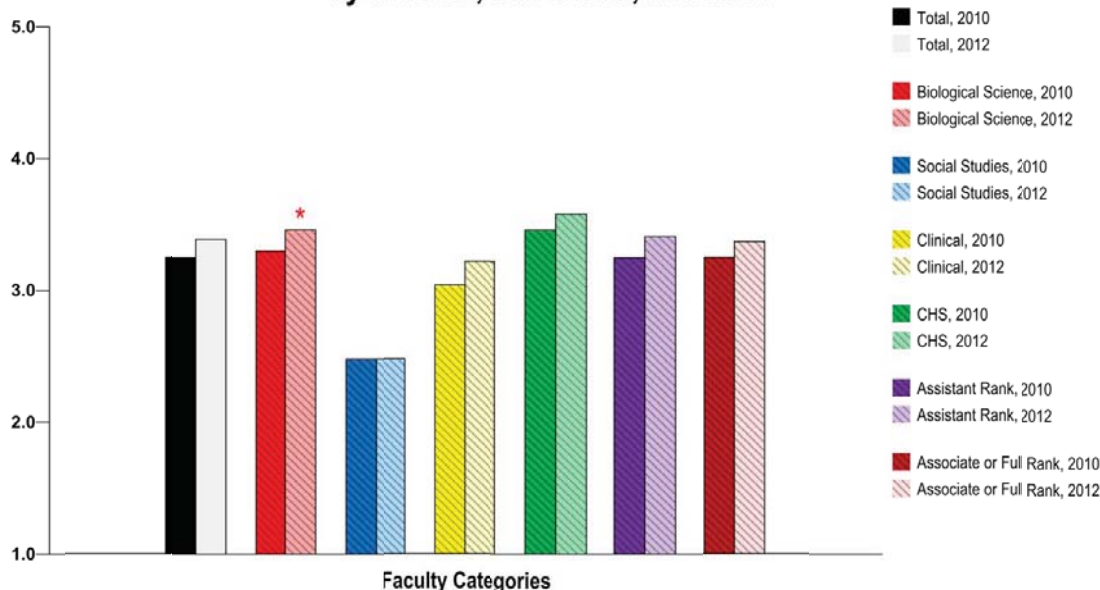
The full question text reads: "How satisfied are you with your salary?"

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

* indicates significant difference at p<0.05.



Figure S14_2: Satisfaction with salary, Wave 3 versus Wave 4, by division, title series, and rank

The full question text reads: "How satisfied are you with your salary?"

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

* indicates significant difference at p<0.05.

# Section 6:  References

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